

THE COLLEGE OF ARTS & SCIENCES

CHARLES F. DOLAN SCHOOL OF BUSINESS

SCHOOL OF NURSING

SCHOOL OF ENGINEERING

Fairfield University

UNDERGRADUATE PROGRAMS

2002-2003



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Fairfield
University
Undergraduate
Catalog
2002-2003

Accreditation

Fairfield University is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the Graduate School of Education and Allied Professions is accredited by the State of Connecticut Department of Education, which has approved the education program for teacher certification at secondary levels and the graduate programs which lead to certification in specialized areas of education.

The chemistry program of the College of Arts and Sciences is approved by the American Chemical Society.

The Charles F. Dolan School of Business is accredited by the AACSB International - The Association to Advance Collegiate Schools of Business.

The State of Connecticut Department of Higher Education has granted full accreditation to the Master of Business Administration and Master of Science in Financial Management programs in the Dolan School of Business.

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

The Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) has granted accreditation to the Bachelor of Science degree program in Electrical and Mechanical Engineering offered at the School of Engineering of Fairfield University.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, AACSB International - Association for the Advancement of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and Northeast Business and Economic Association.

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of Dean of Students. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542). Graduation reports are available upon request from the offices of Admission and Registrar.

Fairfield University complies with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." This report contains a summary of Fairfield University Security Department's policies and procedures along with crime statistics as required. Anyone wanting a copy of the report may obtain one by contacting Fairfield's Security Department at (203) 254-4090, or by stopping at the office in Loyola Hall, Room 2. The office is open 24 hours a day, 365 days a year.

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The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

**AN
OVERVIEW
OF
FAIRFIELD
UNIVERSITY**

An Overview of Fairfield University

Fairfield has a proud tradition of learning. When Fairfield was chartered in 1942, it became the 26th institution of higher learning operated by the Jesuit Order in the United States and the inheritor of a tradition of learning and scholarship that dates back to 1540 when St. Ignatius Loyola founded the Society of Jesus (the Jesuits) on the principle of active service in the world.

From that time, many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for academic quality. A Jesuit education has come to mean a high standard of academic discipline within Judeo-Christian values.

Our students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. This diversity acts as a stimulus to your education and gives you an opportunity to make friendships that will broaden your horizons and enrich your life.

A still greater influence on your life will be your professors, who exhibit an even wider diversity than do the students. Although Fairfield is a Jesuit university, the majority of 189 full-time faculty are lay persons who represent many faiths and creeds. Both lay and Jesuit, the faculty hold degrees from over 75 American and European colleges and universities, and 93% of them hold the highest degree available in their discipline. Many have had practical experience in various careers and professions before becoming teachers. Almost without exception you will find them eager to sit with you and talk about your academic progress or your personal problems. An important aspect: *Fairfield has no graduate students who teach in any of its colleges or schools.*

Although our students and faculty have varied backgrounds, they have come to Fairfield because they share common goals: the striving for excellence in every area of life; the commitment to intellectual honesty, discipline, and inquiry; the ideals of a liberal education; the expression of Christian values through concern for and service to others. They are, in other words, the living embodiment of a tradition of learning 450 years old.



Fairfield offers a quality academic program. The goal of a Fairfield education is to develop the whole person, and we believe that a liberal education can achieve this goal because it exposes you to the whole of learning.

The University has created a core curriculum for all students in all undergraduate schools. It includes from two to five courses in each of these areas:

- *Mathematics and Natural Sciences*, to acquaint you with both mathematical logic and the workings of the physical world;
- *History and the Social and Behavioral Sciences*, to give you a knowledge of the past, a contemporary social awareness, and a sense of civic responsibility;
- *Philosophy and Religious Studies*, to help you to a clear knowledge of ultimate religious, philosophical, and moral values;
- *English and The Visual and Performing Arts*, to develop the habits of logical thinking and accurate expression, and to give you an understanding of human nature through literature, drama, music, and art;
- *Modern and Classical Languages*, to provide an insight into other cultures and other modes of expression and thought.

Within the framework of these five areas, you have a number of options. The requirement in Philosophy and Religious Studies, for example, includes two courses in religion. You can choose to examine your own spiritual heritage or the beliefs of others; your courses can be as general as Religion and Psychology or as specific as The Writings of Paul. You will find enough options like this so that fulfilling the requirements becomes a stimulating and enjoyable experience while providing the breadth of knowledge necessary for your further studies, a deeper understanding of religious heritage, and for life as a well-educated human being.

As a partner in planning your academic program, you will have a faculty advisor. In your freshman year your advisor will be assigned from the faculty at large; in later years, he or she will be a professor in your major field. If you want to enter professional or graduate school, your advisor will be someone who is knowledgeable in the admission requirements of those institutions and who can help you plan a course of study that will further your professional goals.

Although Fairfield has some 3,400 undergraduate students, it is organized as a grouping of small divisions under a larger intellectual umbrella. This enables us to combine the intimacy and the personal attention that are the strengths of a small college with the advantages of a university. Your classes will be relatively small, especially in your junior and senior years, and will be taught by professors who give time to your individual instruction. But you will also find that the full resources of the University are at your command whenever you need them.

The University has six schools: the College of Arts and Sciences; the Charles F. Dolan School of Business; the School of Nursing; University College; the School of Engineering; and the Graduate School of Education and Allied Professions. In addition to courses offered during the year, these schools also offer courses during the summer.

The College of Arts and Sciences, the oldest and largest of Fairfield's six schools, offers three degrees, Bachelor of Arts, Bachelor of Science, a Master of Arts in American Studies, and a Master of Science in Mathematics.

If you wish to earn a Bachelor of Arts degree in the College of Arts and Sciences, you may major in American studies, communication, economics, English, history, international studies, modern languages and literatures (French, German, Spanish), philosophy, politics, psychology, religious studies, sociology/anthropology, or visual and performing arts.

On the other hand, if you wish a Bachelor of Science degree, you may major in biology, chemistry, computer science, economics, mathematics, physics, or psychology.

Students are encouraged to select a major at the end of their first year if they have not already done so.

If you are unsure of your career direction, and many students are, you may discuss the possibilities with the Dean of Freshmen, your faculty advisor, with other professors, or with a career counselor in our Career Planning Center. Selecting a major is not an irrevocable decision. The academic program at Fairfield is flexible enough to allow you to change to another field if you find your first choice was not the right one.



Within each major field of study, the College of Arts and Sciences offers an exceptionally wide range of courses, from introductory studies to highly specialized courses for upperclass students. And within every major field there is an opportunity for independent study and research that can carry you far beyond the normal limits of traditional courses. Some students may also opt, with faculty advice and agreement, to design their own major. Double-majors and minors may be arranged for students interested in combining the skills and perspectives of two disciplines.

The Charles F. Dolan School of Business was established in 1978, having been for 31 years of the University's existence the Department of Business Administration. Its establishment reflected the increasing number of students majoring in a business discipline, and the diversity of courses being offered. A Master of Science program in Financial Management began in 1981; the Certificate Program for Advanced Study in Finance was initiated in 1984; and a Master of Business Administration program was introduced in 1994. The School received full accreditation by the AACSB International — The Association to Advance Collegiate Schools of Business — in March, 1997.

In keeping with the mission of Fairfield University, the School is committed to preparing students for leadership success in their personal and professional lives in the Jesuit tradition of educating the “whole” person who is intellectually well-trained, socially responsible and prepared to serve others.

The programs and curricula of the Dolan School of Business are directed at a diverse population of students. Through innovation and the integration of the many disciplines of the arts and sciences with the areas of commerce, its programs encourage the acquisition of interdisciplinary knowledge, personal skills and awareness, leadership skills, and technical competencies necessary in our increasingly complex, diverse, and sophisticated world.

The Dolan School of Business emphasizes excellence in the classroom, scholarly research, and the application of concepts to the world of business, and, true to its Jesuit tradition, it:

- Strives to attend to, and develop, each student to his/her fullest potential in accord with his/her needs, talents and goals. This requires a commitment to teaching the “whole” person and recognition that excellence in teaching is our number one priority.
- Strives through its graduate and undergraduate programs to be recognized by the business and educational communities as one of the best, if not the best, of any small comprehensive university in the nation, serving students in both programs that have been selected for their high intellectual and leadership capacities, and who are likely to make

outstanding contributions to the world of business within the philosophy of the Jesuit tradition.

- Fosters excellence in its faculty, curricula, staff, and facilities and programs through the devotion of resources to instructional development, and faculty and staff development to enhance the learning processes of our students and maximize the potential of our facility and staff.
- Strives to serve the expectations and needs of its stakeholders, internal and external, by continuously reviewing, evaluating and changing its mission, goals, programs, curricula, resource bases, intellectual contribution, and overall activity.
- Strives to create within its students and community an understanding and appreciation of the interrelationships of our business, legal, social, and cultural systems through teaching, internships, faculty and student exchange programs, and resource networks so that they are prepared to meet the challenges of the global village in a socially responsible manner.
- Seeks to create a community of scholars, faculty and students, dedicated to understanding, and responding to, the needs of organizations and institutions; to create outstanding academic programs that foster the development of humane and ethical organizations; while concomitantly adding to the intellectual capital of the academy through the application of basic and applied research.
- Strives to maintain an appropriate balance of faculty in each discipline area within the school to serve the programs offered to satisfy stakeholder needs; maintain a balance of teaching, intellectual contribution and service within each discipline area consistent with the excellence articulated in its mission; and create a faculty development system consistent with achieving excellence in instructional development and intellectual contribution.

As a student in the Dolan School of Business, you will be working toward the degree of Bachelor of Science in one of the offerings of the school. You will take the same core curriculum required of all other undergraduate students. In addition, you will take a business core curriculum of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, organizational behavior, production and operations, business ethics, international business, finance, computer-based information systems, and marketing. A capstone course in business policies completes the student's business studies.

The balance of your program will depend upon your major, which may be selected from one of six areas: accounting, finance, information systems, management, marketing, or international studies. Working with your faculty advisor, you will plan a curriculum that best suits your career goals.



The optional senior-year internship is a feature of the Dolan School of Business. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. The presence of a large number of corporate offices in the area gives you some highly unusual and rewarding opportunities for internships. In addition, internship opportunities abroad are available to selected students.

The School of Nursing, founded in 1970, is fully accredited by the National League for Nursing, the Connecticut State Board of Nurse Examiners, and the State of Connecticut Department of Higher Education. The four-year program leads to a Bachelor of Science degree with a major in nursing. The School also offers a Master of Science program in Nursing, instituted in 1994.

The goal of the undergraduate program is to prepare competent and compassionate professional nurses. The faculty believes that the profession of nursing incorporates caring and holism to help people attain a higher degree of harmony between the mind, body and spirit, which facilitates healing. Nursing fosters caring and nurturing, with responsibility for one another being a central tenet. Nursing research is an integral part of the development and testing of theoretical concepts as they are applied and refined in practice. The baccalaureate program prepares students for professional nursing, and has as its focus the promotion of health and the diagnosis and treatment of responses to actual and potential health problems in an interpersonal context.

Admission to the School of Nursing is selective. Students must be capable of completing an academic program in the humanities, mathematics, social sciences, and natural sciences as well as the rigorous nursing program.

The graduate program provides professional nurses with the opportunity for advanced study, beyond the baccalaureate degree, of research, theory and clinical intervention, which form the basis of specialty nursing practice. The focus of study builds on professional nursing practice, with emphasis on comprehensive health care.

University College is committed to a curriculum that enhances personal growth and professional development, and to a flexibility that permits adults with job, civic and family responsibilities to continue their education part time. Its bachelor degree programs are extensions of the curricula of the College of Arts and Sciences, and the Schools of Business and Nursing, geared to the needs of the adult learner. In carrying out the University's commitment to lifelong learning, it provides short-term skill-oriented career entry programs, and professional improvement courses and workshops in a variety of career fields.

The School of Engineering offers undergraduate and graduate degrees. At the undergraduate level, areas of study include electrical, computer, mechanical and software engineering. At the graduate level, there are programs in Management of Technology and Software Engineering. Undergraduates can complete their studies on a full-time or part-time basis.

The full-time program can be completed in four years at Fairfield, or in a 3/2 arrangement where students complete three years of studies at Fairfield University, followed by two years of engineering studies in one of Fairfield's partner institutions, Columbia University, Rensselaer Polytechnic Institute, the University of Connecticut, or the Stevens Institute of Technology. The part-time undergraduate program is geared to the needs of non-traditional students who wish to pursue an engineering education while they may be fully employed.

One of the outstanding features of the engineering program at Fairfield is the Outcomes Assessment and Continuous Quality Improvement process, in effect for several years. This program measures and manages the quality of the education process in the School of Engineering on a continuous basis, and allows the School to maintain modern curricula, excellent pedagogy and leading-edge laboratories.

As with all Fairfield undergraduates, engineering students complete the liberal arts core curriculum. As a result, engineering graduates are not just skilled engineers but they develop competencies in oral and written communication and critical judgment, and develop a sense of economic values, social and ethical responsibility, and an appreciation of the arts.

Engineering education at Fairfield starts with a course on Fundamentals of Engineering, required of all entering freshmen. It is in this course that students get a first feeling for the engineering discipline, they are acclimated to the engineering mindset centered on design, become knowledgeable of engineering tools, and undertake individual and team-based engineering projects. Among other benefits, this course allows entering freshmen that are not sure of the engineering discipline that they wish to pursue, to make a choice on a measurably more informed basis.

The capstone of the engineering education at Fairfield is the Senior Project. Multidisciplinary student teams tackle real-world problems under the guidance of mentors during their senior year. These projects provide students with opportunities to exercise their knowledge and skills acquired in classes and laboratories during their undergraduate career. Finally, following their sophomore year, engineering students become eligible for internships in area industries.

The Graduate School of Education and Allied Professions provides Master of Arts (M.A.) and Certificate of Advanced Study (C.A.S.) programs for the certification and professional advancement of teachers and school support professionals such as school counselors, school psychologists, and school media specialists. Additionally, M.A. and C.A.S. programs are offered for the preparation of professionals who practice in allied family and community services and organizations. Graduate courses are offered in the late afternoons, evening and weekends for individuals seeking to begin or complete degree requirements.

Summer Sessions: During the summer the University offers a wide range of graduate, undergraduate, and professional development courses. Day and evening courses within five sessions of different length and intensity are provided to help students plan a flexible schedule for the summer. The University's aim is to serve the needs of its own students, those from other schools who find themselves here for the summer, and residents in the community seeking professional or personal growth.

Fairfield offers the opportunity for practical experience. Fairfield recognizes that today's student wants and needs practical experience, both through the use of equipment and through opportunities to participate in on- or off-campus programs.

In almost every science department, the University has used grants from the National Science Foundation, the Nuclear Regulatory Commission, and NASA to make sizable investments in sophisticated equipment. This equipment is not reserved just for professors or graduate students. Every student — at every level — has access.

The University goes far beyond merely making equipment available. Many academic programs require that you get "on-the-job" experience. Scientific research with faculty, as well as internships and work experiences for credit are options you can exercise in many departments. Your studies can range even further afield through the Washington Semester at American University (for economics and politics majors), the Washington Center for Learning Alternatives (for majors in many fields), and study abroad.

Of course, you do not have to leave campus to get experience in your field. In any major, you may pursue independent study. Working with your faculty advisor, you will select a subject in a particular area, and then move ahead at your own pace with this original research.

We think you will find that your practical experience will give you a decided advantage when you apply for admission to graduate or professional school or when you interview for a job.

DiMenna-Nyselius Library: One important tool you will use extensively is the newly expanded and renovated library. Open access to the more than 310,000 volumes, the equivalent of 95,000 volumes in micro-form, and over 1,800 journals and newspapers helps to keep faculty and students informed on new developments in all fields. The reference department offers interlibrary loan, on-line and CD-ROM bibliographic search services, and access to the Internet. There are hundreds of individual carrels to give you semi-private study space as well as research tables and group study rooms. The library's media department contains DVDs, audio compact discs, video and audiocassettes, and other audiovisual materials, as well as equipment for their use. The café and 32-seat computer laboratory are accessible for 24-hour study space.

Fairfield offers an exciting learning environment.

The University is located in America's academic corridor, that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities. This location provides you with access to the cultural, recreational, social, and intellectual programs of hundreds of other institutions of higher learning. The town of Fairfield itself (population approximately 55,000) is about an hour from New York City and three hours from Boston, and it is primarily a residential community whose citizens enjoy an excellent relationship with the University.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from three private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens, pleasant walks, and broad views of the blue waters of Long Island Sound.

If you are a resident student, you will live in one of eight modern residence halls, in comfortably furnished rooms or in the newly opened apartment village. Residence halls are coed (with men and women living on alternate floors or in alternate wings). Rooms off campus in private homes also are available. Juniors and seniors also have the option of living in the University's new townhouses, which are four- and six-person apartments on the edge of campus.

THE JOHN A. BARONE CAMPUS CENTER. The newly renovated John A. Barone Campus Center is the social focal point of the University community. It is open 24 hours, Sundays through Fridays, and until 2:00 a.m. on weekends and holidays during the academic Year. The Campus Center houses the Follett campus bookstore (254-4262), a full-service Sodexo Marriott snack bar/diner, a Fleet Bank ATM machine, student lounges and meeting rooms, student government and club offices, two student dining rooms and the University information & activities desk (254-4222).

THE REGINA A. QUICK CENTER FOR THE ARTS, with a 750-seat theatre, smaller experimental theatre, and an art gallery, provides the main spaces for cultural events. Drama, music, lectures and exhibitions all are presented at the center.

THE PEPSICO THEATRE provides another venue for theatre and dance in an intimate setting.

THE EGAN CHAPEL OF ST. IGNATIUS LOYOLA, a symbol of the University's Catholic heritage, provides the meeting and work spaces for an active Campus Ministry.

THOMAS J. WALSH, JR. ATHLETIC CENTER. Fairfield University's commitment to athletics is best illustrated by the completion of the Thomas A. Walsh Athletic Center, a 51,000 square-foot structure that caters to both the academic and athletic needs of its student-athletes. The building was completed in January 1998.

Perhaps the building's most significant feature is a high-tech academic study center that is reserved strictly for student-athlete use. The center includes individual and group study areas, computer terminals hooked into the internet as well as other educational systems, and a complete reference library. In addition, Mary Ann Palazzi, Coordinator of Student Programs, and her staff offer student-athletes guidance and one-on-one counseling on everything from registration for classes to tutorial services. At Fairfield University, it's no coincidence that the word student comes first in student-athlete.

The building also serves the athlete as well, offering a practice gymnasium for men's and women's basketball as well as volleyball, first-class men's and women's locker rooms for all of the student-athletes, and an administrative and coaching office complex that centralizes the Athletic Department and has a multi-media recruiting center. The first floor contains state-of-the-art locker rooms, a 4,700 square-foot weight-training center, and coaches' locker room.

Fairfield's spacious campus allows plenty of room for outdoor playing fields, all-weather tennis courts, and informal recreation areas. When the practice requirements of varsity sports teams threatened to monopolize the gymnasium, the University built a Recreational Complex to provide even more indoor athletic facilities — swimming pool, jogging track, indoor tennis courts, handball courts, and more — for students who want to participate in sports for their own enjoyment.

Fairfield offers a varied student life. Everything about your college years can be part of your total learning experience – learning to get along with new people, learning to develop new interests, learning to be a good leader (or equally as important, to be a good team member), learning to make your own decisions and then accepting the responsibility for them, and learning to live your own life.

If you are a resident student, you will do a lot of this kind of learning in your residence hall. Fairfield's residence halls are largely self-directed, with the members of each unit deciding many of their own rules and activities. You can also participate fully in the life of the University as a commuter. A significant percentage of Fairfield's undergraduate students commute; we make the same effort to respond to their needs as we do for the resident students.

Commuter or resident, you will be a member of the Fairfield University Student Association. FUSA represents the student viewpoint to the other sectors of the University community, sponsors student-operated events, rules on student infractions of University policies, and provides student entertainment for the academic year. Becoming actively involved in FUSA will give you a chance to test your leadership ability and to take part in decisions that affect the University as a whole.

Student government is only one facet of the rich and varied campus life at Fairfield. Among others are:

STUDENT ACTIVITIES: You can join clubs that reflect your academic interests and non-academic interests, or let you enjoy a variety of pursuits from singing to watching films to skiing. If you are talented in music or drama (or if you would like to find out whether you have talent), there are glee club classical and jazz ensembles and a drama group; for budding journalists and broadcasters, there are a magazine, newspaper, yearbook, student-run television station, a Media Center and campus radio station. Many of our students feel that they can best express themselves in service to others; there are a number of community service organizations on campus.

With numerous student organizations, chances are good that you can find several that reflect your own interests. If not, and if there are enough other students with the same interest, you'll probably get approval to start your own organization.

ATHLETICS: Regardless of your athletic ability or level of interest in athletics, Fairfield has a sports program for you. As a National Collegiate Athletic Association (NCAA) Division I school, we provide three types of organized athletics: varsity sports, club sports, and intramurals.

Varsity sports for men include baseball, basketball, cross-country, football, golf, ice hockey, lacrosse, soccer, swimming and tennis. Women's varsity sports include basketball, crew, cross-country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis and volleyball. Fairfield University is a charter member of the Metro Atlantic Athletic Conference.

Club sports for men and women include cheerleading, men's crew, equestrian, karate, men's and women's rugby, skiing, track and men's volleyball.

Intramural sports include basketball, flag football, floor hockey, indoor soccer, outdoor soccer, outdoor and indoor volleyball, softball, and three-point contests.

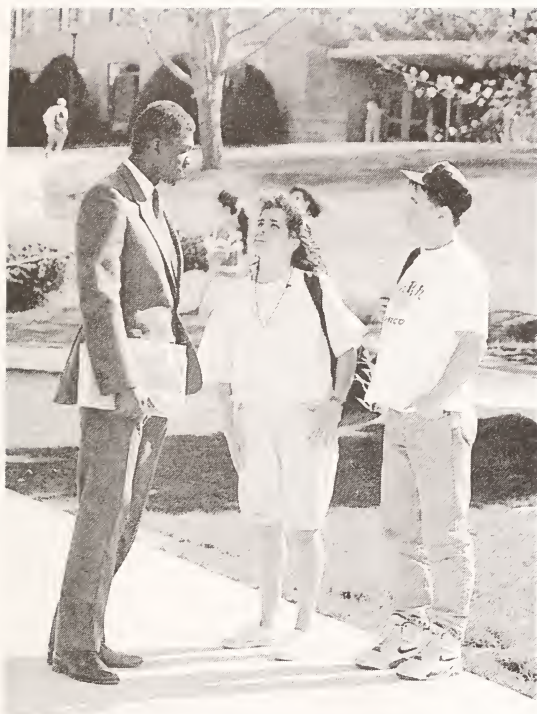
The Recreation Department also organizes numerous intramural activities in team and individual sports. These include flag football, volleyball, inner tube water polo, basketball, softball, soccer, tennis and racquetball. In addition, instruction is offered at the Leslie C. Quick, Jr. Recreation Complex (Quick RecPlex) in aerobics, dance, swimming, scuba, water safety, lifesaving, weight training, and tennis.

CULTURAL LIFE: Together, the University, academic departments, FUSA, and student organizations bring to campus a variety of performers, entertainers, and lecturers throughout the year. But with Fairfield's location, culture is not limited to the campus. On any weekend, and even during the week, you may find students going to Yale University cultural programs in New Haven, heading for Boston or New York, or attending activities at any of the 35 colleges and universities that are within an hour's drive of the Fairfield campus.

RELIGIOUS LIFE: Your participation in religious life is completely up to you. Perhaps because participation is optional, Fairfield has a very active Campus Ministry, which has offices in the Chapel and Pedro Arrupe, S.J. Campus Ministry Center. A full-time staff of 2 Jesuits and three laypeople, assisted by a large group of active students, fosters retreats and prayer services, presents seminars on religious and social concerns, and coordinates social response and community involvement. The Campus Ministry team also provides a caring response to students who seek spiritual direction and counseling.

The Campus Ministry team can also refer you to local churches and synagogues.

STUDENT SERVICES: Fairfield University provides a number of other advisory services. Its Career Planning Center helps students examine various career fields and relate them to their respective interests, capabilities, and career goals. The Center maintains a directory of off-campus jobs for students who need additional income and also facilitates on-campus interviewing with various corporations and agencies.



A tutorial program is offered through the Office of Student Academic Support Services to students who are having difficulty in their academic courses. Students are tutored by fellow students who are academically exceptional in a particular major. As part of this same program students are encouraged to meet with their professors whenever they are having academic difficulty.

The University's Student Health Center has nurses on duty around the clock, seven days a week. One of three physicians staff the health services every weekday morning and is on call at all other times. Specialists in all fields of medicine are readily available. A student who becomes seriously ill can be admitted to St. Vincent's Hospital in Bridgeport, just minutes from campus. A staff of professional counselors and psychologists offers both confidential personal discussions and psychological tests to assess strengths and weaknesses.

Fairfield offers a chance to achieve. Even before your first college class, you will probably begin to think about what you will do after you leave. If you have a definite career in mind, you want an academic program that will best prepare you. If you are undecided, you want guidance in exploring career fields and in matching your talents and interests to jobs within those fields. Either way, Fairfield offers expert help.

THE CAREER PLANNING CENTER'S CAREER INFORMATION LIBRARY offers both general information on the nature of various careers and specific data on the current job market. When you are ready to start looking for a position, there may be workshops in resume writing and the techniques of being interviewed. Finally, the Center keeps abreast of needs in all fields of employment, and either arranges interviews for seniors or notifies qualified students of job openings.

The University also has an enviable record in placing its graduates in professional schools. Fairfield's record in placing applicants to medical, dental, law, and graduate schools is impressive. Between 80 and 90% of Fairfield's applicants to law and medical schools gain admission. Fairfield cannot guarantee you a career — no college can. But Fairfield can guarantee you the quality of academic preparation that will make you a desirable candidate for employment, or for professional or graduate school.

Fairfield offers a quality education at a reasonable cost. The Fairfield Board of Trustees, the administration and the faculty constantly strive to hold the cost of a college education at a reasonable level without cutting corners on quality. As a result, the cost of a Fairfield education is competitive with that of any private institution in the New England area. For the 2002-2003 academic year, tuition is \$24,100 for incoming freshmen. Room and board is \$8,560, the townhouse fee is \$6,640, and the apartment fee is \$7,200. See the Admission, Expenses, and Financial Aid section of this catalog for more information.

Because the University recognizes that these costs — plus other necessary expenses for books, supplies, travel, and personal needs — can create a sizable burden for many families, Fairfield administers a comprehensive financial aid program. Most financial aid is provided in a "package" — a combination of scholarships, grants, loans, and on-campus employment. About 70% of Fairfield's undergraduates receive such a package combining all these forms of financial assistance.

The University suggests that the best way to get an understanding of Fairfield — its academic programs, its exceptional faculty, its well-equipped and attractive campus, its admissions and financial aid programs — is to visit the campus. A tour and personal interview are strongly recommended. For an appointment, write or call the Admission Office, Fairfield University, Fairfield, Connecticut 06824-5195, phone (203) 254-4100.



Educational Policies and General Regulations

Educational Policies and General Regulations

Introduction

Philosophy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of religious commitment.

Fairfield believes in the particular excellence of a liberal education. In an effort to achieve this objective, it requires each student to take courses from five areas of knowledge: mathematics and natural sciences, history and the social and behavioral sciences, philosophy and religious studies, English and the arts, and modern and classical languages. Thus assured of a basic, well-rounded education, students are free to pursue a major field of study in preparation for scholarly or professional pursuits.

To assist the student in the quest for truth, the University promotes dialogue between teacher and student, between student and student, between teacher and teacher. This dialogue takes place in an environment of absolute freedom of inquiry.

The Faculty and Faculty Advising

All members of the faculty share personally and actively in the responsibility for providing students with educational, career, and personal guidance. One of the hallmarks of a Jesuit education is the personal interest each professor takes in students; the professor tries to know each individual student's strengths and weaknesses. This tradition is basic to Fairfield. Classes are not large, and there are ample opportunities for close student-teacher relationships. Members of the faculty make themselves available for informal discussions, advice, and encouragement well beyond their published office hours.

During the orientation program for first-year students and transfers, each student is assigned to a faculty advisor. In subsequent years, depending upon the student's major and career interests, the first advisor will be replaced by a professor in the student's field of academic interest. The faculty advisor will be available to meet regularly with the student, offer appropriate counsel, watch the student's progress, and, in general, help him or her adjust to college life.



Students who plan to enter professional or graduate school after graduation from Fairfield are referred to faculty who are knowledgeable about specific professions and graduate schools. Faculty will offer advice and will assist students in the application for admission and the attainment of scholarships and fellowships to professional and graduate schools.

Normal Academic Progress

The Academic Year

The academic year begins in early September and ends in late May, with recess periods at Christmas and in the spring. It is divided into two semesters, each extending over a period of about 14 weeks. The semester hour is the unit of instructional credit.

The class day begins at 8:00 a.m. and is divided into class periods of 50, 75, or 150 minutes and laboratory periods of 100 minutes.

Full-Time Status

The normal course load for a matriculated student is five courses per semester, equivalent to 14–19 credit hours. To maintain full-time status a matriculated student must be registered for a minimum of 12 credit hours each semester.

Class Ranking System

Student rank is based on total credit hours completed and recorded.

Class	Credit Hours Earned	Year
First Year	0 through 29	1
Sophomore	30 through 59	2
Junior	60 through 89	3
Senior	90 through 120	4

Degree Requirements

At the time of graduation, a student will have earned a minimum of 120 credits and completed at least forty 3 or 4 credit courses. However, no simple accumulation of credits is sufficient — in itself — to qualify for a degree from Fairfield University. Rather, the student is expected to have completed with success all of the assigned courses that constitute the curriculum of his or her choice. As explained in the next chapter, that curriculum consists of courses that fall into the required categories of core curriculum, major, and electives plus the optional categories of second major, minor, and concentration. Furthermore the student must have a minimum GPA or grade average of 2.0 ("C") or better both overall and in his/her major. Finally, students must abide by the terms of the residency requirement explained below.

Note: A maximum combined total of 6 credits earned in 1 credit or 2 credit music courses (e.g., chamber singers, jazz ensemble, private lessons) may be applied to meet graduation requirements. All additional credits earned through such coursework are considered supplementary work; they do not normally count toward the satisfaction of overall graduation requirements.

Note: Students are expected to complete the undergraduate degree within 10 years of beginning their studies.

Residency Requirement

To merit a Fairfield University degree, at least 60 credits must be taken at Fairfield. This includes the last 30 semester credits immediately preceding graduation that must be earned in Fairfield University coursework.

Registration Requirement

All matriculated full-time undergraduate students must register for classes by December 1 for the following spring semester and by May 1 for the following fall semester.

If a student is not registered by these dates, the University will presume him or her to be withdrawn at the end of the current semester. At that time all residence hall and financial aid commitments will be terminated.

Graduation Date

Diplomas are awarded in January, May, and August. All students who have been awarded diplomas within the year are invited to participate in the May graduation ceremony.

Grading System

Academic Grades

The quality of a student's performance in coursework is graded according to the following official marks: A, B, C, D, F. These marks have the following meanings:

- A — Outstanding achievement
- B — Superior level of achievement
- C — Acceptable level of achievement with course material
- D — Minimal achievement, but passing
- F — Unacceptable level of achievement; course must be repeated to obtain credit

A plus (+) may be added to grades of B or C to indicate work performed at the top of that range.

A minus (-) may be added to grades A, B, or C to indicate work performed below that range.

A semester's grade normally will be determined according to the following procedure:

The semester's work (examinations, quizzes, recitations, and out-of-class assignments) will establish approximately two-thirds of the grade, the final examination establishing approximately one-third of the grade. If a professor chooses a method other than the established procedure, the following criteria must be met:

- a) The students must be informed in writing at the beginning of the semester as to the procedure in determining the grade for the course.
- b) A memorandum must be submitted in writing to the departmental chair and the appropriate Dean at the beginning of each semester.

In addition to the foregoing academic grades, which indicate the quality of student performance, the notations "I" (Incomplete) or "W" (Withdrawal) may appear on a student's grade report.

Incomplete

An "I" (Incomplete) is issued when, due to an emergency situation such as illness, a student prearranges with the professor to complete some of the course requirements after the semester ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any "Incompletes" still outstanding after the 30-day extension will become "Failures."

Withdrawal from Courses

Fairfield University desires to see all undergraduate students make normal progress toward graduation. For full-time students, the normal rate of work is defined as five courses per semester, each bearing 3 or 4 credit hours. Some courses, notably one-credit music courses and science labs, do not contribute toward this calculation of a normal course load or progress toward graduation; they are considered as supplementary work. The minimum rate of work for full-time students is four courses (minimum 12 credit hours) per semester. Students who wish to withdraw from a course after the initial add/drop period may do so through the end of the seventh week of the semester (or by the mid-point of the term in the case of accelerated or other unusual terms) provided that (a) the student's academic dean, in consultation with the course instructor, finds withdrawal to be in the student's best interest and (b) the student remains enrolled in a minimum of 12 credit hours. After the seventh week of the semester (or mid-point of other terms), course withdrawal will be granted only in highly unusual circumstances, such as a health emergency. Withdrawal after the seventh week will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction. In all cases, if withdrawal is granted, the University Registrar will record a grade of "W" (withdrawal) on the student's permanent record. To initiate a request to withdraw from a course, a student must complete a "Course Withdrawal Form" and meet with his/her academic dean.

Quality Point Value

The official mark or final letter grade earned in a course is assigned quality points. The quality points per credit hour and numerical equivalency for letter grades are as follows:

	<i>Quality Points</i>	<i>Numerical Equivalent</i>
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D	1.00	60-69
F	0.00	0-59

Each semester's course grades are computed into a weighted average. To determine a weighted grade point average (GPA), the number of credits per course is multiplied by the quality points earned per course. The total number of quality points for all courses is then divided by the number of credits attempted.

Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Quality point values will be averaged into the cumulative average, and the credits will count toward the degree. The original grade will remain on the transcript and be calculated into the cumulative average.

When a student repeats a course for which the student has obtained a passing grade, the new course and grade will be recorded on the transcript with the notation, repeat course. The credit will not count toward the degree. The original grade will remain on the transcript.

Freshman Mid-term Deficiencies

Halfway through the fall and spring semesters, first-year students are provided with midterm estimate grades for the courses in which they are earning grades of C- or below. These grades are not part of their official academic record, but allow the students, as well as their faculty advisors and the Dean of Freshmen, to review their academic progress at the mid-point of their first two semesters.

Grade Reports

Grade reports are issued to students by the Registrar at the conclusion of each semester. Faculty advisors are also sent copies of the grade reports of their advisees.

Scholastic Honors

Dean's List

To qualify for the Dean's list at the conclusion of each semester's work, a student must have completed a minimum of 12 credit hours, have no outstanding or incomplete grades for that semester, and have attained a semester G.P.A. of 3.50 or better.

Graduation with Honors

Honors at graduation are awarded for the following weighted grade point averages computed for the four years' work:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50

Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit Honor Society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, undergraduate students must have scholastic rank in the top 15% of their class, demonstrated a proven concern for others through involvement in extracurricular activities and service to the University, and manifested a true concern and commitment to the values and goals of the Society. The Fairfield chapter was reactivated in 1981 and includes outstanding seniors who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education within the University Community.

Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized national academic honor society in the USA. Founded in 1776 at the College of William and Mary in Virginia, the society's aim is to encourage academic excellence in the broad range of the liberal arts. Membership is restricted to students who complete most of their coursework in the liberal studies curriculum; typically those are students who pursue B.A. or B.S. degrees in the College of Arts and Sciences. Fairfield's Zeta Chapter of Phi Beta Kappa was established in 1995. Each spring it installs new members from among the most academically-talented upperclass students. Election to this chapter is based on scholastic standing and academic accomplishments and is limited to seniors and a highly select group of juniors.

Other National Honor Societies

Discipline-based national and international honor societies with chapters at Fairfield University include:

Alpha Epsilon Delta, *a National Premedical Honor Society*

Alpha Kappa Delta, *a National Sociology Honor Society*

Alpha Mu Gamma, *a National Foreign Language Honor Society*

Alpha Sigma Lambda, *a National Academic Honor Society for Students in Adult Higher Education*

Beta Gamma Sigma, *a National Business Honor Society*

Lambda Pi Eta, *a National Communication Honor Society*

Omicron Delta Epsilon, *a National Economics Honor Society*

Phi Alpha Theta, *an International History Honor Society*

Pi Mu Epsilon, *a National Mathematics Honor Society*

Pi Sigma Alpha, *a National Politics Honor Society*

Psi Chi, *a National Psychology Honor Society*

Sigma Iota Rho, *a National International Studies Honor Society*

Sigma Pi Sigma, *a National Physics Honor Society*

Sigma Tau Delta, *an International English Honor Society*

Sigma Theta Tau, *the International Nursing Honor Society*

Theta Alpha Kappa, *a National Religious Studies Honor Society*

Disruption of Normal Academic Progress

Academic Advancement

For academic advancement from year to year, in good standing, it is not enough that the student pass all courses; in addition, he or she must maintain a specified cumulative average.

To be eligible for graduation, a Fairfield student must have an overall Grade Point Average (GPA) of 2.0 or better at the conclusion of the senior year. To progress toward satisfaction of that requirement, students advancing from the first year to the sophomore year are expected to have a weighted cumulative GPA of 1.80 or better. By the start of the junior year, students are expected to have a weighted cumulative GPA of 1.90 or better. Finally, in advancing to the senior year, students should have an overall cumulative GPA of 2.0 or better.

Although students who do not meet the foregoing standards will be permitted to continue their studies at Fairfield University, they will be notified that they are not advancing satisfactorily. Furthermore, they will be warned that they are in jeopardy of not graduating with their class. Such students will be offered special assistance from the academic and student support divisions. In addition, they will be strongly encouraged to enroll in summer or winter intersession courses at Fairfield University in order to improve their GPA.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major, students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.

Academic Probation

The purpose of academic probation is to alert the student and the institution to problems associated with the student's academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on probation.

Any student whose overall cumulative GPA falls below 1.80 at the end of the fall or spring semester will be placed on academic probation for the following semester.

(**Note:** first semester first-year students with a grade point average below 1.80 will not be placed on probation for their second semester, but will lose their rights to participate in extracurricular or co-curricular activities.)



Academic Dismissal

Students who incur an academic failure in any of the following classifications are liable to separation from the University:

1. A student who at the end of a semester has received the grade of "F" in three or more courses.
2. A student who at the end of an academic year has received the grade of "F" in three or more courses.
3. A student who, regardless of incompletes, while on academic probation and enrolled full-time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 1.80.

Students who have been dismissed from the University for reason of academic failure are normally expected to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.

Voluntary Withdrawal from University

A student planning to withdraw should consult the Dean of his or her school, who will provide a form and directions that will clear his or her status with all interested offices.

Any student who withdraws voluntarily will be granted honorable dismissal only under the following conditions:

1. The student must not be already liable to dismissal for deficiencies, excessive absence, or misconduct.
2. The student must discuss intentions with the Dean of the school, and, if so instructed, must submit the request for withdrawal in writing from his or her parents or guardian.
3. The student must have settled all financial accounts with the University.

Students granted honorable dismissal may request refund of tuition (but not of special fees) according to the schedule outlined in the University catalog.

Readmission

A student who wishes to reenter Fairfield University after having been dismissed or has withdrawn voluntarily must inform the Dean of the appropriate academic unit in writing of his/her intention. Those wishing to reapply after five or more years of absence from the University to complete their undergraduate degree must meet with the appropriate Dean to discuss their intentions and evaluate their academic record. The Dean forwards the request to the Academic Vice President for a decision.

A student will be removed from academic probation as soon as his/her overall cumulative GPA is raised to 1.80 or higher on the basis of subsequent courses completed at Fairfield during the next semester or during special January or summer sessions.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities during any semester in which the student is on probation. A student on academic probation may petition the Academic Vice President for the right to participate in extra- or co-curricular activities. The appeal must contain a valid and compelling reason why restriction of extra- or co-curricular activities is inappropriate, and must demonstrate effectively that the activity will support an improvement in academic performance.

If a student who has been placed on academic probation proceeds to earn a semester GPA below 1.80 while enrolled full-time (minimum of 12 credit hours), that student will be dismissed from the university for reason of academic failure.

Acceptance of Credits for Study at Other Institutions

Advanced Placement

While in high school, some students pursue one or more college-level Advanced Placement courses. Fairfield University will award three or four hours credit toward graduation for each Advanced Placement course taken by a student provided that the student has (1) taken an Advanced Placement Test prepared by the CEEB program and (2) obtained a test score of four or

five. It is the discretion of College/School officials to determine if such advanced placement credits can be used to exempt students from specific university courses or requirements. Normally, AP credit will not exempt a student from requirements in his/her major. **Note:** no student will be awarded more than a total of 15 advanced placement credits by Fairfield University.

Listed below are the most common AP tests submitted by students for advanced placement, along with their Fairfield University equivalent.

AP Test	Fairfield Course Equivalent		Credits
Biology	BI 15	General Biology I	4
Chemistry	CH 11	General Inorganic I	4
English Composition	EN 11	Composition and Prose	3
English Lit/Comp	EN 12	Intro. to Literature	3
European History	HI 30	Europe and the World in Transition	3
U.S. History	HI Elective		3
Calculus AB	MA 121 & 122	Applied Calculus I & II	6
Calculus BC	MA 171 & 172	Differential and Integral Calculus	8
Computer Science A	CS 131	Computer Programming I	3
Computer Science AB	CS 131 & 132	Computer Programming I & II	6
French Language	FR 121	Continuing French	3
German Language	GR 121	Continuing German	3
Italian Language	IT 121	Continuing Italian	3
Spanish Language	SP 121	Continuing Spanish	3
Physics	PS 15	General Physics I	4
Government & Politics - U.S.	PO 11	Intro to American Politics	3
Sociology	SO 11	General Sociology	3
Statistics	MA 17	Introduction to Probability & Statistics	3

Higher Level International Baccalaureate (IB) Courses

Fairfield University recognizes the advanced nature of Higher Level International Baccalaureate (IB) courses. Generally, three credits will be awarded toward a Fairfield degree for a Higher Level IB course taken by a student, provided a grade of 6 or 7 is achieved. Final determination concerning the amount of credit and whether or not it can be used to exempt students from specific university courses or requirements is at the discretion of the dean in consultation with the academic department. Normally, IB credit will not exempt a student from requirements in his/her major. Students will be awarded a maximum of 15 credits in total.

College Courses completed while in High School

High school students who earn college credit while still enrolled in high school can transfer those credits to Fairfield University if the following conditions are met:

- a grade of "C" or better.
- the official college transcript is sent to Fairfield.
- the student's high school counselor sends written verification that the college credits or coursework were not used to fulfill high school graduation requirements.
- no more than a total of 15 such credits will be accepted by Fairfield.

Transfer Credit

When students begin their university studies at other institutions and then transfer to Fairfield University, the University accepts transfer credit under the following conditions:

- no courses with grades less than "C" will qualify for transfer.
- credit will be granted only for specific work completed at regionally accredited institutions whose quality has been approved by the University.
- only credit hours, not grades, will transfer.
- every transfer student is required to complete at least two years of full-time undergraduate study at Fairfield in order to receive a Fairfield University Bachelor's Degree.

Credit Earned Elsewhere by Matriculated Students

Any courses taken at another institution must be pre-approved by the Dean of the student's school to be eligible for transfer credit. Only credits (not grades) are transferable. For each approved course taken at another institution, credits will be accepted in transfer only if the student has earned a grade of "C" or better (2.00 GPA and a numerical equivalency of no lower than 73) in that course. Official transcripts should be forwarded to the Dean upon completion of pre-approved coursework at other institutions.

Students are cautioned that Deans will grant permission to take courses elsewhere only when the student can demonstrate compelling reasons to do so. Typically, students attend other institutions (1) while on approved Educational Leave of Absence during the fall and/or spring semester to participate in a study abroad program or to take advantage of a special curriculum offered at another U.S. institution or (2) to enroll in courses during the summer or winter vacation.

In all cases, the following restrictions apply:

- (1) Of the 120 or more credits required for the bachelor's degree, a minimum of 60 of those credits must be earned at Fairfield University.
- (2) Students are permitted to take no more than two courses at another institution during a summer or winter vacation period.
- (3) The last 30 credits earned toward a student's degree must be completed at Fairfield University or through a program that issues Fairfield University course credit (e.g., Fairfield's study abroad program in Florence, Italy).

Educational Leave of Absence

Matriculated students may apply for an Educational Leave of Absence for a fall or spring semester or for a full academic year in order to (1) study abroad or (2) enroll in another U.S. institution that offers a special curriculum. Educational Leaves are granted by the Associate/Assistant Dean of the student's school or college. To be eligible for an Educational Leave of Absence a Fairfield University student must have an overall GPA of 2.80 or better at the time of application. In addition, the student must have a record of good academic and social standing for the semester immediately preceding application. Students who wish to be granted Educational Leave of Absence must complete all official paperwork with the Study Abroad Coordinator by May 1 for a fall semester or full-year leave or by November 15 for a spring semester leave.

All students granted Educational Leaves by Fairfield University will be charged a fee for maintenance of their matriculation at Fairfield. Furthermore, students who study elsewhere in non-affiliated programs lose their entitlement for institutional financial aid for the period of the leave.

Study Abroad

Fairfield students are permitted to study abroad on approved programs. Opportunities are available in most nations of the world. Fairfield University operates its own programs in Florence, Italy, Galway, Ireland, and Brisbane, Australia. The University also has formal affiliation agreements with Doshisha Women's College and Sophia University in Japan, the University of Maastricht in The Netherlands, Institute for American Universities, the University of Louvain and IFI-Rouen (in France), Regent's College in London, The Beijing Center Program in China, CIEE (The Council on International Educational Exchange – with sites in 20 nations), the Baden-Württemberg Exchange Program (with placements in nine German universities), and ISEP (the International Student Exchange Program – with sites in over 50 nations). In addition, Fairfield faculty conduct educational tours during summer and the January intersession to Italy, Russia, Ireland, Northern Ireland, and elsewhere. These study tours carry credit in various disciplines.

All students planning international study receive advising and assistance at the centralized Study Abroad Office located in Dolan House. The office maintains a resource library with current information about overseas programs. Each student must receive advance approval of his/her plans from the Study Abroad Office and the Assistant/Associate Dean of his or her college in order to receive transfer credit for courses taken abroad. Credit will be granted only for academic work successfully completed in educational programs.

While most Fairfield students who study abroad do so during the junior year, students are actually permitted to apply to study abroad during any semester prior to the senior year (the last 30 credit hours of coursework). There is one exception to this rule: students may study abroad during the senior year provided that they participate in a program that issues Fairfield residency credit.

Students must have a cumulative GPA of 2.8 or above at the time of application, and must complete an Educational Leave of Absence form before May 1 for the fall semester or November 15 for the spring semester. Eligibility requirements, fees, and deadlines for such applications are explained in the preceding section. Students in non-approved programs lose entitlement to institutionally-funded financial aid for the period of the leave.

For more information, please request the "Where in the World" brochure published by the Study Abroad Office, at ext. 2041.

Enrollment at Other U.S. Institutions

Deans will grant permission for students to attend another U.S. institution during the normal academic year only when the student can demonstrate compelling reasons to take courses elsewhere. Such reasons might include the desire to take advantage of a special curriculum (e.g. Washington semester, environmental research).

Each student who wishes to attend another U.S. institution for the fall and/or spring semester must apply for an Educational Leave of Absence. Procedures, deadlines, eligibility requirements, and fees for such applications are explained above.

Academic Freedom and Academic Responsibility

Academic Freedom

Fairfield University endorses full academic freedom as an essential prerequisite to our quest for truth and its free exposition. We encourage students and faculty to engage in free discussion and inquiry. In addition, we recognize that academic freedom carries with it correlative academic responsibilities. Thus, in our pursuit of excellence and truth, we must also hold to standards of intellectual honesty and objectivity.

Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must occur in an atmosphere of mutual trust and respect. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Such integrity is fundamental to, and an inherent part of, Jesuit education.



All members of the Fairfield University Community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. Students should follow these standards and encourage others to do so. Faculty members also have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Faculty members should, in course syllabi, clarify standards of academic honesty and integrity, as well as the extent to which collaboration is permissible in individual courses and/or assignments.

Acts of Dishonesty

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to:

- cheating, i.e., copying examination answers from materials such as crib notes or another student's paper.
- collusion, i.e., working with another person or persons when independent work is prescribed.
- inappropriate use of notes.
- falsification or fabrication of an assigned project, data, results, or sources.
- giving, receiving, offering, or soliciting information in examinations.
- utilization of previously prepared materials in examinations, tests, or quizzes.
- destruction or alteration of the work of another student.
- the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism.
- the unauthorized recording, sale, or use of lectures and other instructional materials.



In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an "F" for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in the student's file in the Academic Dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report with his or her Dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the Dean of the student's school.) The student may, within 30 days following receipt of the faculty member's letter, request that the Dean investigate the allegations and meet with the party (parties) involved. The Dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the Academic Vice-President, an Academic Dishonesty Advisory Committee will be convened.

Attendance

Class Attendance: All students are expected to attend every scheduled class session. The impact of attendance on grading is specified in the syllabus. Unexcused absences by freshmen may be reported to the Dean of Freshmen; unexcused absences by other students may be reported to the appropriate academic dean.

Absence from Examinations or Quizzes: Unless there are serious reasons for absence on the day of an examination or quiz, a grade of zero will be awarded for the missed work. However, a student may be excused from an examination for reasons beyond his or her control. In such cases, a reason-able attempt should be made to notify the professor prior to the scheduled examination. At the request of the faculty member, a student who misses an examination due to illness must submit a written excuse from a private physician. If this student has been under the care of the University Health Services, he or she must sign a medical release form authorizing the Health Center to provide information to the appropriate faculty member. If the excuse is rejected by the faculty member, the student may appeal to his or her academic dean. Students should consult with the faculty member regarding the course makeup policy.

Released Time: A student participating in a university-sponsored event has the right to be excused without penalty or grade jeopardy from exams, student presentations, attendance and other classroom events during that time, provided the student makes up the required work in the fashion mutually agreed upon by the professor and the student.

Students participating in such university-sponsored events will be allowed to make up any major exams, tests, or quizzes which they miss in a course, when they are involved in a scheduled event, provided that participating students, or the faculty moderator, inform all their professors in writing at the beginning of the semester, or as soon thereafter as possible, once scheduling is confirmed.

University sponsored events covered by this policy are defined as follows:

1. Athletics
 - a. all varsity sporting events; to include post-season tournaments
 - b. all club sporting events
2. Others
 - a. concerts, plays or other group performances where the absence of a member would detract from the overall performance.

Not included in this policy are departmental clubs.

Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event that is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

Step two: The student consults the Chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

Step three: The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

Step two: The Academic Vice President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

Step three: For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance.

For competence appeals, the Academic Vice President contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

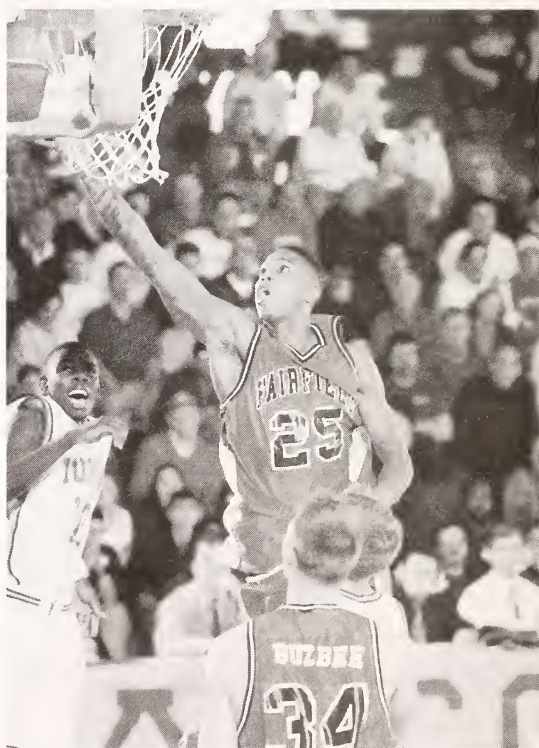
Step five: The Academic Vice President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice President is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Summary of behavioral records and copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.





Transcripts

Application for transcripts should be addressed to the University Registrar's office and should state the name and address of the official to whom the transcript is to be mailed. In accordance with the general practice of colleges and universities, complete official transcripts are sent directly by the University, not transmitted by the applicant. Transcripts will not be processed during examination and registration periods. Requests for transcripts should be made one week in advance of the date they are needed.



The Curricula

The Curricula

Introduction

The various curricula at Fairfield University are arranged into five general categories. The first three categories — general education core curriculum, electives, and majors — represent course-work that all students are required to complete. The remaining categories — second majors and minors — designate optional coursework. In addition, special features such as an honors program, interdisciplinary learning communities or “clusters”, independent studies, internships, and academic support services are available to students.

Choice of Curriculum

Descriptions of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading. For students who desire a curriculum involving an ordered sequence of courses (natural sciences, accounting, mathematics) the initial choice of program is important; for other students, first-year and sophomore courses provide a solid basis and background for any subsequent decision to major in such areas as economics, English, history, and languages.

The student fulfills the curriculum requirements that are in place at the time the student matriculates. Once new changes are in effect, students have the option of remaining with the requirements in effect at the time of their matriculation.

University Course Numbering System

UNDERGRADUATE

- 01- 99 Introductory courses
- 100-199 Intermediate courses without prerequisites
- 200-299 Intermediate courses with prerequisites
- 300-399 Advanced courses, normally limited to juniors and seniors and open to graduate students with permission

GRADUATE

- 400-499 Graduate courses (open to undergraduate students with permission)
- 500-599 Graduate courses

General Education Core Curriculum

The goal of a Fairfield education is to develop the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal education can achieve this goal, the University has developed a general education core curriculum that all undergraduates must take to acquire a broad background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

Options within the Core Curriculum

Area I: Mathematics and Natural Sciences

- (1) 2 semesters of mathematics. At least one semester must include a course containing some calculus (MA 10, 19, 21, 25, or 171). A sophomore or upper division course may be used with approval of the department.
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences, as well as PY 261, fulfill this requirement.

NOTE 1: Psychology majors cannot use PY 261 to fulfill this core science requirement.

NOTE 2: Business majors cannot use PS 70 to meet this requirement.

Area II: History, and the Social and Behavioral Sciences

- (1) 2 semesters of History. HI 30 plus one intermediate-level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) 2 semesters of Economics, Politics, Psychology or Sociology/Anthropology. Both courses may be in the same department or they may be in two different departments.

Note: Students majoring in one of these disciplines may not use courses in their major to fulfill this social/behavioral science requirement.

*Area III: Philosophy, Religious Studies,
and Applied Ethics*

- (1) 2 semesters of philosophy. PH 10 is required followed by a 100-level course.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) 1 additional course in philosophy, religious studies, or applied ethics.

Area IV: English and Visual and Performing Arts

- (1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English literature offerings that have a number designation of 200 or over. Writing courses (EN/W) do not fulfill the core literature requirement. Also available as options in this area are selected courses offering literature in translation. (See listings under Classical Studies as well as Modern Languages and Literatures.)
- (2) 2 semesters of visual and performing arts. One semester must be in the area of art history, music history, theatre history, or film history. The second semester may be selected from the above areas or from studio art, applied music, or television production.

Area V: Modern and Classical Languages

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages and Literatures Department or the Classical Studies Program.

Note 1: Most core courses are taken within the first two years at Fairfield University. However, precisely when a student should take various core courses depends, in part, upon his or her major. The faculty advisor will assist the student in selecting a schedule that meets all core requirements. Normally, English 11 and 12, mathematics, and foreign languages are included in the student's first year schedule.

Note 2: Students may elect to complete some of their core requirements by enrolling in Interdisciplinary Learning Communities or "Clusters" of core courses described on page 33.

Note 3: Students with majors in the Charles F. Dolan School of Business are required to take specific courses as part of their core curriculum. See the Dolan School of Business core section for such course details.

Electives

All students in B.A. programs must have a minimum of eight free electives; students in B.S. programs must have a minimum of four free electives, except in the School of Nursing where two are required. These electives may be chosen in any area of study, presuming prerequisites are met, and cannot be determined or required by any Department or School.

Major

The major is central to the student's program of study at Fairfield University. It represents an area of specialization consisting of a cluster of related courses drawn from a single department, more than one department, or an interdisciplinary program. Normally, a student must pursue a minimum of thirty credit hours of coursework to complete a major.

The course requirements for each major offered by the College of Arts and Sciences are set forth within each departmental section of this catalog. Likewise, the requirements for majors within the School of Business, School of Nursing and the School of Engineering are found in those sections of this catalog. In all cases, the selection of courses for a particular major must be done in consultation with a faculty advisor from one's major department or school. It is to be noted that in each college or school the proper work of the major is concentrated in the junior and senior years; where preparatory courses are needed, they are taken in the freshman and/or sophomore year.

Majors are to be selected at the end of the freshman year or during the sophomore year. Students declare majors by going to the office of the Dean of the appropriate college or school. When a major is declared, the student is assigned a faculty advisor from the major area.

To change from one major to another in one's school requires completion of a "change of major" form. The change of major form can be obtained from the office of the Dean of the student's current school. The form must be signed by the Chairperson/Coordinator of the major in which the student is currently enrolled, the Chairperson/Coordinator of the major which the student desires and the dean of the school. The form is then forwarded to the University Registrar.

Diversity Requirements

U.S. Diversity

In order to help students develop a critical consciousness of self and society, all undergraduates are required to select one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections between race, class, and gender and will examine issues of privilege and difference in US society. Additional aspects of diversity — including religion, sexual orientation, and ethnicity — may also be considered. Approved courses will be designated by a special symbol in each semester's course schedule booklet. This requirement will not add credit hours or an extra course to a student's degree program, for a student will be able to select a designated diversity course from among core requirement courses, major courses, or electives.

A list of courses that currently satisfy the U.S. Diversity requirement follows. Please note that new courses are added each year.

BL 101	Introduction to Black Studies
BU 325	Law, Women and Work
EC 114	The Economics of Race, Class, and Gender in the American Workplace
EC 265	Distribution of Income and Poverty in the United States
EN 11	Composition and Prose Literature (<i>designated sections only</i>)
EN 12	Introduction to Literature and Writing the Research Paper (<i>designated sections only</i>)
EN 284	Writers of the Asian Diaspora
EN 339	African-American Literature and Culture
EN 344	African-American Fiction, 1940-Present
EN 348	Contemporary Women Writers of Color
EN 349	Introduction to Cultural Studies
EN 371	African American Women's Writing
EN/W 249	Literacy and Language
HI 239	Twentieth-Century U.S.
HI 241/	
VPA 241	Examining the 60s: History, Art & Legacy
HI 245	Feminism in America
HI 246	Excellent Women, Deviant Women: The Female Experience
HI 259	Working People in the 20th Century U.S.
HI 260	The Indian in American History
HI 262	African-American History, 1619 to 1865
HI 263	Inventing Themselves: African-American Women in U.S. History
HI 264	African-American History, 1865 to Present
HI 342	Immigration, Ethnicity and Race in U.S. History

HR 200	Challenges to the Western Tradition
MG 320	Diversity Issues in Management/Diversity Issues in the Workplace
MU 101	The History of Jazz
MU 112	The Music of Black Americans
NS 262	Health in Rural Appalachia
PJ 125	Homelessness: Causes and Consequences
PO 119	Introduction to Feminist Thought
PO 165	Political Parties, Interest Groups, and Public Opinion
RS 235	Liberation Theology
RS 237	Christian Feminist Theology
SO 151/	
RS 241	Sociology of Religion
SO 161	American Class Structure
SO 162	Race, Gender, and Ethnic Relations
SO 169	Women: Work and Sport
SP 287	U.S. Latino/a Literature

World Diversity

In addition to the U.S. diversity course, a world diversity course is also required of all undergraduates. This course focuses on a non-Western culture or society, exclusive of Europe and the United States, and their literary, artistic, musical, religious, philosophical, political, economic, or social traditions. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on Native American, Russian, and pre-Columbian or Latin American cultures can meet the requirement. Core language courses do not meet this requirement while literature and culture courses may satisfy it. Moreover, such a course will not emphasize international relations or business relations vis-à-vis Europe or the United States. A study abroad experience may satisfy this requirement if it meets with the spirit and letter of this proposed mission statement.

A list of courses that currently satisfy the World Diversity requirement follows. Please note that new courses are added each year.

AH 12	Introduction to the Art History of Asia, Africa and the Americas
AH 100	Arts of India, China and Japan
AY 111	Cultural Anthropology
AY 130	Societies and Cultures of Africa and Latin America
AY 140	Marriage in Cross-Cultural Perspective
AY 150	Societies and Cultures of Asia and the Pacific
AY 199	Societies and Cultures of East Asia
BU 300	Business Strategy in the Global Environment
EC 235	Economic Development of Third World Nations
HI 275	Russia's Road to Revolution, 1689-1917
HI 276	St. Petersburg in Russian History

HI 277	Mexico: Cortés to NAFTA
HI 280	The West and the Middle East
HI 281	Portrait of the Arabs
HI 282	Social and Cultural History of China and Japan
HI 283	China, Japan, and the West, 1600-Present
HI 284	Twentieth Century Russia
HI 287	A Green History of Latin America
HI 288	Colonial Latin America, 1492-1800
HI 289	Latin America in Revolution, 1800-Present
HI 363	China in Revolution
HI 370	The Jews of the Middle East and North Africa
HI 376	The Spanish Caribbean: Cuba, Santa Domingo and Puerto Rico from Columbus to Castro
IL 10	Introduction to International Studies: Geography and Demography
MU 122	World Music History and Ensemble
PH 233	Introduction to Oriental Philosophy
PO 12	Introduction to Comparative Politics
PO 141	African Politics
PO 142	Latin American Politics
PO 143	Caribbean Politics
PO 144	Middle Eastern Politics
PO 145	The Major Powers of Asia
PO 149	Third World Politics
PO 246	Seminar on China
PO 249	Seminar on Russia
PO 346	Seminar on Vietnam
RS 10	Introduction to Religious Studies: Asian Religions
RS 287	Hinduism
RS 288	Buddhism
RS 290	Religions of China
RS 291	Religions of Japan
RS 292	North Pacific Tribal Religion
SO 184	Population: Birth, Death and Migration
SO 191	Social Change in Developing Nations
SP 253	Spanish American Civilization
SP 271	Hispanic Film
SP 371	Images of Latin American Indians

Second Major (Double Major)

A student has the option of pursuing a second major at Fairfield University. The courses that constitute a second major must meet the stated requirements for a major program and must be approved by the department or interdisciplinary program in which the second major is located. Students declare second majors by completing a "double major" form that is available in the dean's office of their school. A double major does NOT constitute a double degree.

Minor

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of thematically related courses drawn from one or more departments, usually in the range of 15 to 18 credits. Students electing a minor are still required to fulfill the core requirement. In addition to department-based minors, many interdisciplinary minors are also available at Fairfield: American Studies; Applied Ethics; Asian Studies; Black Studies; Classical Studies; Communication; Environmental Science; Environmental Studies; International Studies; Irish Studies; Italian Studies; Latin American and Caribbean Studies; Peace and Justice; Russian and East European Studies; and Women's Studies. With appropriate consultation and advisement, students may develop minor programs suited to their needs.

Because the minor is considered to be a supplement to the student's major program of study, its completion in a given case may not have the same priority as that of a major. In order to select a minor, a student must fill out the appropriate form, and then have it approved by his/her School or Department and placed on file with the University Registrar. The completion of the minor is subject to the availability of the courses selected.

Clusters:

Interdisciplinary Learning Communities Across the Core Curriculum

In 1995 Fairfield University launched a major initiative designed to build interdisciplinary linkages between core courses selected from the natural sciences, social sciences, and humanities/visual and performing arts. The connections are made through the creation of interdisciplinary learning communities or "clusters" comprised of two or three core courses united by a common focus or theme.

During a given semester a group of 20 students will enroll in the two or three designated courses that constitute a cluster. Their professors will orchestrate course material so that students will compare and synthesize the perspectives and methodologies of different academic disciplines. Students and faculty members of a cluster team will also participate in activities outside of the classroom, including field trips.

This curriculum initiative has been funded by a major grant given to Fairfield University by the National Endowment for the Humanities, the National Science Foundation, and the U.S. Department of Education. Fairfield University is one of just 14 colleges and universities in the nation to have been awarded this grant in 1994. To date, the university has created several "clusters," including those that focus on the integrating themes listed below. The disciplinary perspectives combined in each particular cluster are identified in parentheses next to the integrating theme:

The Family (*psychology and theatre*)

Perspectives on Music (*music and physics*)

War and Peace (*history, politics, and physics*)

Energy and the Environment (*physics, economics, and applied ethics*)

The Rainforest Community (*history, biology, and Latin American literature in translation*)

Race and Ethnicity in America (*English, history, sociology*)

Discovery, Exploration, and Encounter (*history, math, and physics/astronomy*)

The Price of Progress (*chemistry and economics*)

The Caribbean Environment (*biology and economics/politics*)

Empire and Economic Policy (*history and economics*)

The Individual and Circles of Responsibility (*English and religious studies*)

Global Perspectives on Economic and Political Behavior and Change (*economics and politics*)

Evolution and Cultural Values (*biology and English*)

Power (*English and physics*)

Ancient Greece and its Legacy (*art history and philosophy*)

The Sixties (*history and art*)

Independent Studies

The Independent Study option is available in most departments to students who wish to examine a subject in depth for which no course is available. Such guided studies are designed and pursued by students under the tutelage of a faculty member. This option is restricted to students in their junior and/or senior years of study.

Students should apply to the professor under whose direction they wish to study no later than the normal registration period of the preceding semester. The "Independent Study Application Form," available from the office of the college Dean, must be completed and filed with the Registrar before the project may begin.

For projects of less than a semester's equivalent course work, one or two credit hours may be assigned. For projects of a semester's equivalent course work, three credit hours, or, with a laboratory component, four credit hours may be assigned.

If a student undertakes more than one independent study project during his or her college career, the total credit hours for all projects may not exceed 9 credit hours towards the undergraduate degree.

Student Internships

Students at Fairfield University have an opportunity to earn academic credit and gain practical on-site work experience by pursuing internships in their major fields of study. Through placements in appropriate businesses, corporations, laboratories, law firms, government offices and agencies, nonprofit organizations, etc. students apply and test principles and theories that they have acquired in their coursework. A typical internship carrying 3 semester credits sees a student working 10-15 hours per week on-site. Internships are coordinated by Fairfield University faculty and on-site supervisors. Through such experiences students can both enhance their learning and explore potential careers. Upon graduation, students are frequently offered positions with corporations and agencies sponsoring their internships.

To be eligible for an internship, a student must be in good academic standing and must meet all prerequisites prescribed by the major department (e.g. GPA, prior coursework). To register for an internship, a student must obtain prior approval from the faculty member who coordinates the internship program in his/her major department.

A maximum of six academic credits can be earned for internship experience. An internship will not substitute for any other stated course(s) in the student's major field. Further information about specific internship opportunities can be obtained from the departmental chair or the internship coordinator of the specific department.

Academic Support Services

Fairfield University offers its students a number of services designed to assist them with their studies. The Office of Student Academic Support Services, located in Dolan Hall, arranges for tutors to work with students in specific courses or disciplines.

The Writing Center

The Writing Center provides individualized advice and assistance to all students for any writing project. English department faculty members consult with students and provide free workshops. The Center helps students with course papers; case, field and lab studies; creative writing, professional and graduate school essays; resumes and any other writing students may pursue. Appointments are available days and evenings when classes are in session. The Writing Center is located in Donnarumma Hall.

Charles E. Culpeper Language Resource Center

The Language Resource Center, located on the second floor of Canisius Hall, supports the multimedia language/culture needs of students, faculty, and staff, especially those engaged in the study and teaching of modern languages and literatures. The 25 station facility networks IBM-compatible Pentium and Apple Macintosh PowerMac computers equipped with videodisc players. It supplies networked CD-ROM drives through the fiber optic system. Interactive multilingual word processors, homework tutors, cultural simulations, adventure games, "soap operas," digital audio/video project authoring systems, and international television, as well as electronic mail programs for text or World Wide Web access are some of the dominant materials students and faculty currently use in the resource center.

The Computer Facilities

The computer facilities at Fairfield University provide state-of-the-art access to personal computer laboratories, minicomputers, and the library collection that includes databases, bibliographies, and the card catalog. The University is connected to Internet that provides access to bulletin boards, e-mail, databases, and library collections across the world. Computer access is facilitated by the high speed fiber optic cabling with a transmission speed capability of up to 10 megabits per second. Classrooms, faculty offices, dormitory rooms, and administrative offices all are wired with the fiber optic cable. Academic computing is supported by an SCT VAX 6430 with a VMS operating system, an AIX with a UNIX operating system, an SCT VAX 5100 Ultrix with a UNIX operating system, and a DEC Alpha for faculty research. The DiMenna-Nyselius Library is supported by an SCT VAX 4000 with a VMS operating system, and administrative computing is supported by an IBM RISC 6000 Model 980.

The University has eight public personal computer laboratories with a variety of hardware and software for the DOS, Windows and Macintosh environments. These labs are used for classroom instruction and walk-in service. The labs are open nearly 18 hours every day and are staffed with lab assistants for software and hardware consultations.

Visual & Performing Arts Facilities

The Art History Program includes the Mutrux Visual Resources Center, which is located in Canisius Hall, and has over 90,000 slides and a CD-ROM collection for teaching and image preservation. The Metropolitan Museum of Art Cast Collection in Loyola Hall provides opportunities for research and conservation.

The Studio Program has three gallery spaces in Loyola Hall including the Lukacs Gallery for contemporary exhibitions, as well as Gallery 10 and the Experimental Space for students.

The Music Program sponsors performances in the Kelley Theatre and the Wien Experimental Theatre in the Quick Center for the Arts. A new Midi-Lab in Jogues Hall contains computers and synthesizers that will allow students to compose music.

The Theatre Program and its student production wing Theatre Fairfield are situated in the PepsiCo Theatre.

Film and television facilities are located in the Media Center in Xavier Hall.

College of Arts & Sciences

Following page: Dr. Timothy Law Snyder, dean of the College of Arts and Sciences



A Message to Students

Welcome to the College of Arts and Sciences, the oldest and largest of Fairfield's six schools. The College is host to fifteen departments and nineteen programs, led by over 140 full-time faculty and serving over 2000 students. The College is also the home of the core curriculum that unifies the education of all Fairfield undergraduates. In the following pages you will find information related to traditional majors and minors in the arts, humanities, natural sciences, and social sciences, along with four interdisciplinary majors, nineteen interdisciplinary minors, and specialized academic programs and services.

Four years, at this stage of your life, may seem like a long time. Senior undergraduates, however, will testify that the years can go by quickly. These may be the only years of your life during which you are free to direct your entire self to enriching and broadening your intellect. With that in mind, I offer three pointers that will help you get the most out of your Fairfield experience.

The first pointer is the most important: ***Cut a diverse path.***

No matter what career or life path you choose, you will find that our world will depend increasingly on the many disciplines. The College of Arts and Sciences offers an admirably rich set of programs. No matter which one you choose as a major, be sure to take advantage of this richness by immersing yourself into areas that span beyond your chosen program. Our main goal is not to rehearse you in a specific subset of the world's tasks, but to prepare you with a intellectual foundation that will help you interpret, solve, question, process, discover, reflect, understand, love, learn, imagine, and contribute throughout the course of your life.

The second pointer is to ***Have confidence in yourself.***

Your background has prepared you for a deep and broad experience. At times, you will face a wall that seems to preclude you from understanding. Rather than become frustrated with yourself or that wall, understand that even the best of scholars live a life in which what we have yet to learn lies beyond that very same wall. Have faith that, through perseverance and faculty and peer guidance, you have the tools to move that wall and make the impossible as simple as the once-challenging "two plus two." Combining this with the first pointer should encourage you to take on areas of knowledge that presently seem difficult or foreign; now is the time to plunge into them.

My third pointer is that you ***Learn interactively.***

Some students take an "empty vessel" approach to their schooling. They diligently attend class and push themselves to understand what faculty show them, becoming "filled" with knowledge. This is nowhere near enough.

Go beyond simple understanding. Ask yourself, "Could I teach *today's* class?" Once you have contemplated that emulation, ask yourself "What might I create that adds to this knowledge?" Invite your professors to pull you deeper into what you are learning. Ask your peers what they are thinking and doing. Share your ideas with them and with communities beyond the University. Share with my office ways in which we might better serve you. This is an intensely interactive approach— [should be a long hyphen] one in which you demand the most from yourself, your peers, and those whose joy lies in sharing their knowledge with you.

Your experience at Fairfield should be a greatest challenge of your life of learning, so far, in hopes that it will open vistas and opportunities for you that now dust the edges of your dreams. Enjoy!

Timothy L. Snyder, Ph.D.
Dean, College of Arts & Sciences

College of Arts and Sciences

Dean: Timothy L. Snyder

Associate Dean: Betsy A. Bowen

Degrees Offered

The College of Arts and Sciences, Fairfield's oldest and largest college, offers two degree programs: Bachelor of Arts and Bachelor of Science.

Bachelor of Arts

The *Bachelor of Arts* is a liberal arts degree with emphasis in the arts, humanities, or social sciences.

Major concentrations in the B.A. degree program include American studies, communication, economics, English, history, international studies, modern languages and literatures (French, German, Spanish), philosophy, politics, psychology, religious studies, sociology/anthropology, and visual and performing arts.

Students who have studied Latin in high school and who wish to continue their classical studies through two years of college may earn a *Bachelor of Arts with Classics* degree, even though they do not intend a classics major.

Bachelor of Science

The *Bachelor of Science* is a liberal arts degree with an emphasis in the sciences.

Major concentrations in the B.S. degree program include biology, chemistry, computer science, economics, engineering, mathematics, neuroscience, physics, and psychology. The four-year programs for the B.S. degree are shown under the appropriate departmental listings that follow.

Pre-Professional, Interdisciplinary, and Specialized Programs in the College of Arts and Sciences

In addition to the traditional major concentrations, the College of Arts and Sciences offers specialized programs and academic services. A partial list follows:

Pre-Professional Programs in the Health Sciences:

Fairfield offers a challenging, competitive, and highly successful premedical/ pre-dental program. Students in this program pursue studies in a field or major of their personal interest while taking those courses necessary for admission to medical, osteopathic, dental, veterinary, or optometry school. The program is supervised by the Health Sciences Committee, an interdisciplinary group of faculty who serve as special advisors to these students.

All students who are considering the health professions as a career should identify themselves and meet with the Health Sciences advisor as early as possible. A great deal of careful planning must be done in order to prepare a strong application for advanced study.

Students who apply to health professions schools need to have a core knowledge of science. This core can be taken within a science major or added to a non-science major. Many pre-med students elect to pursue a degree in biology that provides well beyond the minimum requirements recommended by the Association of American Medical Colleges for admission to medical school. However, students should also recognize that other majors - both in the natural sciences and in non-science fields - are acceptable alternatives as long as the major is supplemented by a combination of courses that represent a pre-medicine concentration. The best preparation for medicine and a number of other health professions usually includes early completion of the following basic course sequences: Math 121-122; Biology 170-171; Chemistry 11-12 and 211-212; and Physics 83-84.

The choice and sequence of courses depend on the student's personal and academic priorities; these should be discussed with the Health Sciences advisor and other academic advisors.

Internship opportunities are of special interest to students preparing for careers in medicine. Options available to Fairfield students include an Emergency Medicine Research Associates Program that is run during the academic year at Bridgeport Hospital and Yale-New Haven Hospital, and summer positions at the Burke Rehabilitation Center (White Plains, NY), and at Hartford Hospital.

Pre-Law Program: Fairfield's pre-law program has been consistently successful over the past decade. No particular major is recommended for law school candidates. The pre-law student should elect courses that examine the social, economic, and political systems of which the law is a part. He or she should also select courses that help the student develop competencies to write clearly, speak precisely, reason logically, think critically, and read analytically. Finally, the student might wish to pursue coursework that examines law from the perspectives of disciplines such as philosophy, psychology, and business. The program is closely supervised by faculty who serve as special advisors to pre-law students.

Education: Students who plan to teach in secondary schools will major in the discipline that they plan to teach and take the required education courses to qualify for certification as high school teachers.

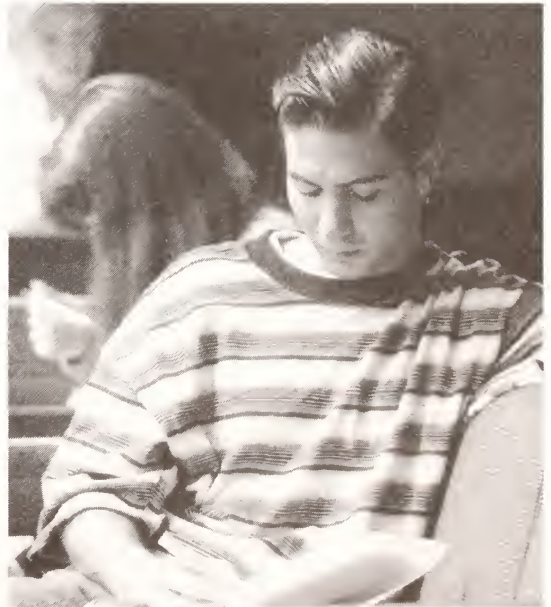
Cooperative Program in Engineering: In cooperation with the University of Connecticut, Rensselaer Polytechnic Institute, and Columbia University, Fairfield University provides a five-year engineering program that emphasizes both a liberal education and professional preparation. A student in this program interrelates the course sequences with three engineering courses in three years at Fairfield and completes the program with specialized engineering courses at the University of Connecticut, Rensselaer Polytechnic Institute, or Columbia University. The program yields the Bachelor of Arts and Bachelor of Science in Engineering degrees. Although not part of the College of Arts and Sciences, Fairfield University does offer a BS degree in Engineering through its BEI Evening School of Engineering. Specializations are available in electrical, mechanical, information systems, and manufacturing engineering.

Interdisciplinary Programs: The Fairfield curriculum includes a number of majors and minors that are interdisciplinary in nature. Such programs permit students to combine coursework from more than one academic department, thereby examining a broad subject from a multiplicity of disciplinary perspectives. There are four interdisciplinary majors currently available to students in the College of Arts and Sciences:

- American Studies
- Communication
- International Studies

In addition, the College offers the following interdisciplinary minors:

- American Studies
- Applied Ethics
- Asian Studies
- Biochemistry
- Black Studies
- Classical Studies
- Communication
- Environmental Science
- Environmental Studies
- Film and Television
- International Studies
- Irish Studies
- Italian Studies
- Judaic Studies
- Latin American and Caribbean Studies
- Legal Studies
- Marine Science
- Peace and Justice Studies
- Russian and East European Studies
- Women's Studies



Descriptions of these interdisciplinary major and minor programs are found, in alphabetical order, among the departmental requirements that follow.

Inter-Institutional Courses: Under a reciprocal agreement, full-time students at Fairfield University may take certain courses at certain other institutions without payment of any additional fees other than those paid the matriculating institution, providing:

1. The course is not currently offered by Fairfield University.
2. It is on an approved list indicating its availability to Fairfield University students.
3. The student has prior permission from his or her Dean to take the course.
4. Tuition commitments have been met in full at Fairfield University.
5. Students observe all regulations of the host institution.

Study Abroad: Qualified Arts & Sciences students are permitted to study abroad in a number of different countries. Fairfield University operates its own programs in Italy, Ireland and Australia. Fairfield also has formal affiliation with programs in China, Germany, France, Russia, The Netherlands, and Japan. Furthermore, through the International Student Exchange Program (ISEP) and the Council on International Education Exchange (CIEE) Fairfield students are placed in universities in over 50 nations around the world. The Study Abroad Office, located in Dolan House, maintains a resource library with current information about overseas programs at other universities and will assist students in finding a program that meets their needs. Study Abroad is usually undertaken for a semester during the junior year. Approval of one's academic Dean is required. Students must have a G.P.A. of 2.8 or above at the time of application, and must complete the Educational Leave of Absence Form before May 1 for the fall semester or November 15 for the spring semester. See the section in this catalog on Educational Leave of Absence for further information.

Internships: Internships provide the opportunity for practical experience in a career field related to a student's major. Most departments of the College of Arts and Sciences offer credit for internships in appropriate agencies and business firms. Majors who wish to take advantage of these opportunities should consult their department Chair or departmental internship coordinator.

Minors: In addition to the major, a number of departments and Interdisciplinary Programs in the college offer optional minor concentrations. These concentrations are developed under faculty supervision within the context of departmental requirements and offerings. For further information, contact the department Chair or Program Director.

Honors Program: The College of Arts and Sciences participates in the University Honors Program. The Program admits students, at the beginning of freshman and sophomore years, to a challenging series of seminars and courses (normally 23 credits), devoted to intellectual history, interdisciplinary studies, and advanced work in the student's major field. Successful completion of the Honors Program is recorded on the graduating student's transcript.

Departmental Requirements and Options

Each department or program in the College of Arts and Sciences has specific academic requirements and options for earning a degree in its academic field. Those requirements and options are found in the departmental and program sections that are presented in alphabetical order on subsequent pages of this catalog.

Program in

American Studies

Director: O'Connor

Departmental Coordinators: N. Rinaldi (*English*), McFadden (*History*), A. Katz (*Politics*), Schlichting (*Sociology and Anthropology*), P. Eliasoph, LoMonaco (*Visual and Performing Arts*)

The American Studies program provides the student with an interdisciplinary curriculum devoted to the examination of American civilization – its culture, institutions, intellectual tradition, and the relationships of its people. Such a course of study makes possible a unified and comprehensive approach to American life and thought. Besides the topical unity implicit in such a course of studies, the student will be exposed to the methodological differences that characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

Requirements for a 30-credit major in American Studies are:

12 credits in discipline concentration. The student may concentrate in one of the following: fine arts, history, literature, politics, or sociology.

12 credits to be selected from American-oriented courses in disciplines other than the discipline concentration. The student must select at least three different disciplines.

3 credits. Research/Theme Course. Senior year.

3 credits. American Intellectual Tradition. Senior year.

A minor in American Studies requires a total of 15 credits distributed as follows:

1. The American Intellectual Tradition. Required 3-credit course.
2. Three American Studies elective courses in one of the following disciplines: American Literature, History, Politics, Sociology and Anthropology, or Visual and Performing Arts.
3. One American Studies elective course outside of concentration.

In the fall of 1997, Fairfield University inaugurated a Master of Arts degree program in American Studies. The 400-level core and elective courses in that program are available to qualified senior undergraduate American Studies majors and minors with the approval of the program director.

Courses Available for the American Studies Major

American Studies

- AS 127 America in Film
- AS 189 Literature and Religion: The American Experience
- AS 201 The American Intellectual Tradition
- AS 300 Independent Research Project
- AS 361 The American Civil War: Myth and Reality
- AS 383 America in the 1930's: A Decade of Change

History

- HI 232 Jefferson's America: 1760-1850
- HI 238 The United States, 1850-1900
- HI 239 Twentieth-Century America
- HI 243 American Constitutional and Legal History I, 1776-1900
- HI 244 American Constitutional and Legal History II, 1900-Present
- HI 250 America Enters the World: U.S. Foreign Relations, 1763-1900
- HI 251 The American Century? The U.S. and the World since 1900
- HI 253 Colonial America, 1584-1760
- HI 258 Working People in 19th Century U.S.
- HI 259 Working People in 20th Century U.S.
- HI 260 The Indian in American History
- HI 331 Era of the American Revolution
- HI 340 Reconsidering the New Deal Order, 1930-1980
- HI 342 Immigration, Ethnicity, and Race in U.S. History
- HI 348 Social Movements in 20th Century History
- HI 354 American Military History
- HI 355 The U.S. in World War II
- HI 356 History of the Cold War
- HI 362 The Frontier: Man, Nature, and the American Land

Literature

- EN 271 The Frontier in American Literature
- EN339 African-American Literature and Culture, 1900-1940
- EN 344 African-American Fiction: 1940-present
- EN 351 Writing the Immigrant Experience
- EN 371 African-American Women's Writing
- EN 380 Colonial American Literature
- EN 381 American Romanticism
- EN 382 American Literature, 1865-1920
- EN 383 American Literature, 1920-1950
- EN 384 American Literature, 1950-Present
- EN 386 Native American Literature
- EN 387 American Novel
- EN 389 Literature and Religion: The American Experience
- EN 391 Myth in American Literature Philosophy
- PH 283 Ethical Theories in America
- PH 294 American Philosophy

Political Science

- PO 118 American Political Thought
- PO 119 Introduction to Feminist Thought
- PO 133 U.S. Foreign Policy
- PO 146 Vietnam and the American Experience
- PO 150 Urban Politics
- PO 161 The American Presidency
- PO 162 U.S. Congress
- PO 163 Supreme Court I
- PO 164 Supreme Court II
- PO 165 Political Parties, Interest Groups,
and Public Opinion
- PO 166 American Public Policy
- PO 167 Media and Politics
- PO 168 Politics of Mass Popular Culture

Religious Studies

- RS 238 American Catholic Theologians
- RS 242 Jews and Judaism in America
- RS 293 Non-Traditional American Churches
- RS 295 Non-Traditional American Religious Groups

Sociology

- SO 112 American Society
- SO 151 Sociology of Religion
- SO 161 American Class Structure
- SO 162 Race, Gender and Ethnic Relations
- SO 163 Urban/Suburban Sociology
- SO 169 Women: Work and Sport
- SO 171 Criminology
- SO 175 Sociology of Law

Visual and Performing Arts

- AH 161 American Architecture
- AH 162 American Sculpture
- AH 163 Art in America: Colonial Elegance to
Civil War Realism
- AH 164 American Art: Civil War to Civil Rights
(1860-1960)
- FM 132 The American Film: Romantic Comedy
- MU 101 The History of Jazz
- TA 120 American Drama

Note: Departmental course descriptions may be found in the departmental sections of this catalog.

AS 127 America in Film

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religio-ethical assumptions implicit in American films. *3 credits*

**AS 189 Literature and Religion:
The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions. *3 credits*

AS 201 The American Intellectual Tradition

This course is a seminar on major ideas and themes which have helped shape American life. A conscious effort is made to demonstrate the interaction between intellectual, social, and cultural dynamics in the formation of America. *3 credits*

AS 300 Independent Research Project

During senior year, each American Studies major writes a research paper under the supervision of several participating faculty members. Students are encouraged to integrate different intellectual disciplines in the design and execution of their project. *3 credits*

AS 361 The American Civil War: Myth and Reality

This course is designed to expose the student to an interdisciplinary method of learning. While using standard historical texts to establish the facts regarding the American Civil War, this course explores the sometimes confusing and contradictory versions of the Civil War as depicted in literature, photography, feature films, documentary films, music, painting, and other modes of expression. *3 credits*

AS 383 America in the 1930's: A Decade of Change

The Great Depression was the catalytic agent in the extraordinary transformation of America in the 1930's. During this decade, the changes occurring in the economic and political sectors provided the matter for American cultural life. By viewing feature films and documentaries, reading popular and serious fiction, surveying the American theater of the time, listening to the popular music, viewing the public and private art, reading the mass circulation and little magazines, the student will become acquainted with the complexities of this pivotal period in American life while being introduced to an interdisciplinary methodology. *3 credits*

Program in

Applied Ethics

Director: L. Newton

Advisory Board: Gordon (*Philosophy*), Naser (*Philosophy*), T. Regan, SJ (*Philosophy*), Schmidt (*Business*)

The Program in Applied Ethics is an integrated set of interdisciplinary courses, seminars, lectures, colloquia, and workshops in the fields of business ethics, ethics of health care, science, law, government, engineering and communications. The unified approach to the theory and practice of ethical conduct is designed to raise the student's level of awareness of the moral dilemmas of his or her chosen field of practice, of allied fields, and of the society as a whole. The program, which received its initial impetus from a grant from the National Endowment for the Humanities, now offers a series of core level and elective courses and seminars, and a 15 credit minor.

Requirements for a minor in applied ethics:

1. Core credits in Area III should include a philosophy course that emphasizes ethics, a religious studies course that emphasizes moral theology, and one intermediate level (200) course in applied ethics.
2. Beyond the core, courses should include:
 - a. 69 credits in intermediate AE courses (AE 275 through AE 299)
 - b. 69 credits in advanced AE seminars (AE 391 through AE 398); EV 300 (formerly AE 384) and AE 399 (independent study) will satisfy this requirement.
3. Substitutions are possible as approved by the Program Director.

Prerequisites for the Applied Ethics curriculum offering:

AE courses are normally taken to fulfill the fifth core requirement in Area III, Philosophy, Religious Studies and Applied Ethics. One course in Philosophy and one course in Religious Studies must have been completed for enrollment in any AE 200 course; two courses in each must have been completed for enrollment in any AE 300 seminar.

AE 262 Ethics and the Organization

A survey of the philosophical grounding of the organizations in contemporary society. We examine structured human groups from the household to the nation-state, to understand their moral undertakings in their environment, to see how they may balance rights and duties, rules and compassion, autonomy and common purposes, and to see where a more complete understanding of their possibilities and limitations may yield suggestions for structural modification. Prerequisites include one course in philosophy and one course in Religious Studies.

3 semester hours

AE 275 Global Environmental Issues

A survey of environmental issues on the global scale, exploring ethical and economic dilemmas of liberty and law, justice and welfare, as they arise in the increasing interaction of developed and developing nations. One focus of the course will be the role of science—with special reference to scientific uncertainty—in the articulation of issues like global warming, the depletion of the ozone layer, and species extinction. The ethical dilemmas and environmental implications of the work of multinational corporations will be examined through case studies and group discussion; term projects will focus on selected areas and industries. Prerequisites include one course each in Economics, Environmental Science, Philosophy and Religious Studies.

3 semester hours

AE 281 Ethics of Communications

An inquiry into the moral dilemmas of media management and corporate communication. Topics include advertising and marketing practices, especially political advocacy and messages targeted to vulnerable audiences, truth and loyalty in public relations practices, the philosophical and constitutional bases of freedom of the press, and problems of media bias (systematic and otherwise).

3 semester hours

AE 282 Ethics and the Computer

An inquiry into the legal and ethical dilemmas spawned by the proliferation of computers and computerdependent technology in our society. Topics include the right of privacy, the centralization of power, the impact on employment, computer crime, patents, property and liability, realities of interaction between human and machine, and the possibilities and implications of artificial intelligence.

3 semester hours

AE 283 Environmental Justice

An examination of the political impact of our global environmental crisis through the lens of the relationship of the self to the society at large. Noting our current scientific, ethical, spiritual and ecological dilemmas, the course explores alternative cultural models and current initiatives aimed at creating a globally sustainable future.

3 semester hours

AE 284 Environmental Ethics

A survey of the environmental problems that arise in our attempts to reconcile the demands of human fulfillment, economic activity and the requirements of ecological balance. Issues considered include the diverse perspectives of conservation, preservation and deep ecology. Student projects cover the wise use of resources; pollution of land, air, and water; conservation of species and open space; global climatic change; and the future stewardship of oceans, forests and the atmosphere.

3 semester hours

AE 285 Ethics of Health Care

An inquiry into the moral dilemmas of the health care setting. Among the topics considered are patients' rights (medical paternalism and patient autonomy, informed consent to therapy and participation in research); dilemmas of reproduction (technological assistance, abortion, cloning); dilemmas of life and death (assisted suicide, euthanasia, technological interventions for the dying); allocation of healthcare resources; and the special dilemmas of healthcare professionals caught in binds between HMO contracts and professional obligations.

3 semester hours

AE 286 Ethics of Research and Technology

An exploration of the moral dilemmas that attend the search for an application of scientific knowledge. Topics considered will include the methods of science and their limits (e.g., in research with human subjects); scientific fraud, its dimensions and prevention; and the effects of rapidly expanding fields of technology on medicine and industry.

3 semester hours

AE 287 Engineering Ethics

A systematic exploration of the ethical dimensions of situations and tasks common to engineering practice. Issues that will be covered include professionalism, codes of ethics, consumer risk and safety, employee loyalty and whistleblowing, research and ownership of information, and the engineer's responsibility toward the natural environment.

3 semester hours

AE 289 Health Care Policy

An exploration of the ethical dimensions of the large and rapidly growing area of interface among the worlds of health care, business, and public policy. The professional ethic of the nurse or physician does not fit well with the profit orientation of business, nor does the commitment of the professional to the individual client fit well with a public policy orientation to the common good. Lectures and class discussion, with frequent opportunities for student presentations, address the new and painful questions that arise as health care becomes "managed."

3 semester hours

AE 290 Ethics in America: The Telecourse

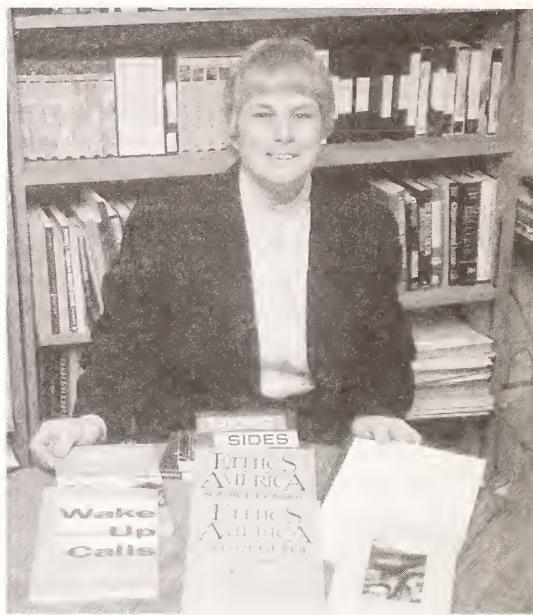
A survey of ethics in which televised discussions of selected topics in Applied Ethics (Ethics in Government, Ethics in the Military, Medical Ethics, Business Ethics, etc.) are instrumental in illustrating the basic concepts of the Western tradition in ethical reasoning (Autonomy, Justice, Privacy, Community, etc.). The discussions feature influential public figures in each field. The readings include many of the important writings in the history of ethics. Format: lecture/discussion, with in-class video presentations.

3 semester hours

AE 291 Business Ethics

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistleblowing and company loyalty; regulation, self and government; the logic and future of capitalism; and the changing responsibilities of the manager in a rapidly globalization of business.

3 semester hours

**AE 293 Ethics of War and Peace**

A survey of ethical issues that attend policymaking in the area of international conflict and national preparedness. Special emphasis is placed on the dilemmas confronting the defense industry when defense policy is controversial and procurement policy is subject to public criticism. Topics include Just War theory, the morality of deterrence, the place of private enterprise in public defense, the papal encyclical *Pacem in Terris*, and the professional ethic of the soldier.

3 semester hours

AE 294 Organizational Ethics: Media, Politics and the Corporation

An exploration of the ethical dimensions of the complex relationship between the media and the political process. Topics include the moral infrastructure of our major societal associations—government, the corporation, and the mass media—social structuring of reality, the creation and projection of political and corporate images, the place of individual conscience in the organization, individual integrity and choice in the financial world, economic pressures for conventional judgment.

3 semester hours

AE 295 Ethics in Law and Society

An inquiry into the ethical dilemmas of making, enforcing, adjudicating, obeying, and practicing the law. Topics include the nature of law and the province of jurisprudence, legal and moral responsibility, conscientious objection, the moral infrastructure of the Constitution, comparative law, and the limits of adjudication.

3 semester hours

AE 296 Ethics in Government

An investigation of the moral dilemmas pertaining to governing and being governed. Topics include the ethical dimensions of the making of public policy, civil rights and civil liberties, corruption in government, war, peace, revolution, and the moral principles that govern them; terrorism; preservation of the environment, and the nature and limits of representative government.

3 semester hours

AE 297 Ecofeminism

This course explores the historically strong association between women and nature, in which the image of Mother Earth is central, and critiques the power-as-domination assumption of our culture shown in the exploitation of women and of the earth itself. Religious, psychological, social, historical and scientific manifestations of this assumption will be examined, along with alternative models of power and responsibility.

3 semester hours

AE 298 Ethics and Feminist Perspectives

This course is a philosophical inquiry into the ethical implications of social institutions from perspectives developed in contemporary feminist literature. The course will explore the psychological and ethical dimensions of social and family oppression, environmental racism, medical paternalism, economic imperialism and patriarchal structures in the major religious traditions.

3 semester hours

AE 299 Special Topics in Applied Ethics

A program of course, field, and library work, arranged with the instructor. Proposals for special topics must be approved by the Director and the Dean of the College of Arts & Sciences.

3 semester hours

AE 384 Seminar in Environmental Law, Economics and Policy

This seminar considers the legal, political, and economic problems of the environment from the perspectives of the sciences, the social sciences, and the humanities, so that environmental dilemmas, and the methods used to address them, can be seen as an integrated whole. It seeks to acquaint the students with the varied perspectives of those who must deal with those problems on a day to day basis: environmental officers from regional corporations, town administrators concerned with environmental protection, officers of major conservation organizations, lawyers and contractors. The seminar meets once a week, and requires of the students weekly short papers and one term project.

3 semester hours

AE 391/BU 391 Seminar in Business Law, Regulation and Ethics

An investigation of ethical dilemmas of business management, primarily as encountered in real cases. Themes vary from year to year. Format: guest presentations by members of the business community, discussion. Open to juniors and seniors with permission of Coordinator.

3 semester hours

AE 393 Seminar in War, Peace, and Public Policy

An inquiry into the philosophical, political, and religious aspects of war and peace. Topics include the origin and development of just war theory, the pacifist tradition, and military preparedness. The focus will be on the increased complexity of the issues in the 20th century and especially in the nuclear age. Discussion format. Open to juniors and seniors by permission of Coordinator.

3 semester hours

AE 395 Seminar in Legal Ethics

An investigation of the peculiar ethical dilemmas confronting lawyers: confidentiality, protection of the guilty, roles in public policy, conflict of interest, and, in general, responsibility for the functioning of the adversary system. Format: discussion.

Open to juniors and seniors with permission of Coordinator.

3 semester hours

AE 396 Seminar in Ethics and Government

An inquiry into the dilemmas of lawmaking and governing: principles, tradeoffs and compromises; dirty hands and the relation between government and the individual, international politics, presidential secrecy, covert action, and political trust. Format: discussion. Open to juniors and seniors with permission of Coordinator.

3 semester hours

AE 397 Seminar in Bioethics I: Life and Death

An intensive study of selected problems in the ethics of medicine and health care practice, including abortion, euthanasia, prenatal diagnosis, reproductive engineering and surrogate motherhood, and treatment decisions for very ill newborns. Format: student and guest presentations. Open to juniors and seniors with permission of Coordinator.

3 semester hours

AE 398 Seminar in Bioethics II: Professional Responsibility

An intensive study of selected problems in the ethics, law, and public policy surrounding health care, especially in the United States. Topics include research with human subjects, the professional-patient relationship, allocation of scarce resources and cost containment. Format: student and guest presentations. Open to juniors and seniors with permission of Coordinator.

3 semester hours

AE 399 Special Topics in Applied Ethics

An advanced program of course, field and library work, arranged with the instructor. Proposals for special topics must be approved by the Director and the Dean of Arts and Sciences.

Program in
Asian Studies

Director: Katz (Politics)

Program Faculty: Buss, Franceschi (*Economics*); Davidson (*Religious Studies*); Li (*History*); Rajan (*English*); Schwab (*Visual and Performing Arts*); Tong (*Philosophy*)

The Asian Studies program focuses on a region that is home to fully half of humanity, the world's most populous democracy, and one of the fastest growing economies in the world. The importance of Asia in global political and economic systems, and particularly its growing impact on the United States, demand a firm understanding of the history, cultures, politics, religions, and economics of Asian countries. All of us, regardless of major or profession, will be affected by past, present, and future events and developments in Asia.

Combined with a major in a regular discipline, the Asian Studies minor prepares the student for a career in international business or banking, journalism, teaching, the United States government, or in international organizations, or for further studies in graduate or professional school.

A minor in Asian Studies requires a total of 18 credits distributed as follows:

1. AN 310 Asian Studies Seminar, to be taken in the junior or senior year. AN 301 Independent Study may be substituted if the seminar is not offered, or if Program Faculty approve a student proposal for Independent Study in lieu of the seminar.
2. One course in either English, Philosophy, Religious Studies, or Visual and Performing Arts, and one course in either Economics, History, or Politics; both courses are to be selected from the course offerings listed on this page.
3. Any three other courses listed on this page. Up to six credits (two semesters) of this section may be drawn from one year of the study of an Asian language.

Study abroad in Asia is not required for the minor, but is strongly recommended. Some courses taken abroad may be counted toward the minor.



**Courses available for the
Asian Studies Minor**

Asian Studies

- AN 301 Independent Study
AN 310 Asian Studies Seminar
Fall 2002: Oriental Philosophy
Fall 2002: Topic in Asian History

Economics

- EC 190 Asian Economics
EC 120 Environmental Economics
EC 235 Economic Development of
Third World Nations

English

- EN 284 Writers of the Asian Diaspora
EN 368 Imperial Fictions & Colonial Voice Overs

History

- HI 282 Social & Cultural History of China & Japan
HI 285 Modern China: 1800-Present
HI 286 Rise of Modern Japan: 1800-Present
HI 363 China in Revolution
HI 366 Gender, Culture & Representation:
Women in China & Japan
HI 367 East Asia in 20th-Century American Wars

Modern Languages

- CI 11-12 Basic Chinese
CI 101-
102 Intermediate Chinese
JA 11-12 Basic Japanese
JA 101-
102 Intermediate Japanese Philosophy
PH 233 Introduction to Oriental Philosophy
PH 291 Field Being

Politics

- PO 145 The Major Powers of Asia
 PO 146 Vietnam and the American Experience
 PO 246 Seminar on China
 PO 346 Seminar on Vietnam

Religious Studies

- RS 10 Introduction to Religious Studies:
 Asian Religions
 RS 287 Hinduism
 RS 288 Buddhism
 RS 290 Religions of China
 RS 291 Religions of Japan
 RS 292 North Pacific Tribal Religion
 RS 388 Buddhist Meditative Traditions

Visual and Performing Arts

- AH 12 Intro. to the Art of Asia, Africa,
 and the Americas
 AH 100 Arts of India, China & Japan

AN 301 Independent Study

This program is defined by the student in consultation with a director from the Asian Studies faculty. *3 credits*

AN 310 Asian Studies Seminar

This seminar examines selected topics concerning Asian cultures, with a focus on the nineteenth and twentieth centuries along the Asian Pacific rim. Both theoretical and historical issues are of primary concern. The seminar's focus is on a specific topic within the arts and sciences. Enrollment in the seminar is by permission of the professor. *3 credits*

Department of

Biology

Professors: Braun, Brousseau, Poincelot (*Chair*),
 Ross (*Emeritus*)

Associate Professors: A. Hill, Hodgkinson, Harriott
 (*Education Advisor*)

Assistant Professors: Barone, M. Hill (*Biology Web
 Advisor*), Klug, Osier, Phelan, G. Sauer (*Graduate
 School Advisor*)

Lecturers: Canuel, Choly, Earls, D. Sauer, Tryon,
 Zavras

Biology Department Web Page:

www.faculty.fairfield.edu/biology

Requirements for the Biology Major*General Requirements*

The Biology major prepares students for future professional work in the life and health sciences. During the first two years of the program, the Department requires General Biology I and II (BI 170-171), Ecology (BI 260), Genetics (BI 261), and two semesters each of Inorganic Chemistry (CH 11-12), Organic Chemistry (CH 211-212), and Calculus (MA 121-122). General Physics for the Life Sciences (PS 83-84) is also required, and can be taken in either the second or third year, depending upon your career interests. During the last two years of the degree, a minimum of five additional biology courses and successful completion of a capstone experience are required (described below).

Detailed Requirements

To ensure breadth of exposure to areas in biology, at least one course must be taken from each of the three blocks specified below. The two remaining Biology course electives may be any 200 or 300 level courses. Three of these five courses during the junior and senior years must include a laboratory component. Various upper-level courses may be double-counted towards the departmental concentration in Molecular Biology, or the interdisciplinary minors in Environmental Science and Marine Science.

The Capstone Experience

The capstone experience presents students with an opportunity to connect the diverse experiences and knowledge they have acquired as biology majors and to focus these newly acquired skills on a specific problem or current area of biological research. At the heart of the capstone experience is the idea that learning requires participation. In the field, in the lab, through an internship, or in an upper-level seminar course, biology majors are exposed to the way that science is done. Capstone experiences are academically challenging and require Biology students to think critically and creatively. To satisfy this requirement, students may opt to work with a faculty member on a research project (BI 391, BI 392, BI 395, and BI 396), arrange an internship (BI 393, BI 394, BI 397 or BI 398), enroll in an upper-level seminar course (BI 382, BI 383, BI 384, BI 385, BI 386, BI 387 and BI 388), or write a scholarly review paper on a current topic in biology (BI 296). To maximize its value, the capstone experience is normally completed during the senior year. Students intending to continue their studies in graduate school should consider participating in two or more terms of research. All capstone experiences, both on and off campus, require prior approval from your faculty mentor or advisor and the Chair. Prior consultation is required to assure that the particular activity is acceptable and earns credit for the capstone experience. Advanced seminars cannot be double-counted for both the capstone experience and the five required courses in the junior/senior years.

The Blocks***Molecular, Cell and Developmental Biology***

(9 courses): Cell Biology (BI 327), Developmental Biology (BI 342), Microbiology (BI 352), Molecular Biology (BI 354), Immunology (BI 356), General Virology (BI 357), Recombinant DNA Technology (BI 358), and Molecular Mechanisms of Human Disease Seminar (BI 385), and Bacterial Pathogenesis Seminar (BI 386).

Ecology, Evolution and Environmental Science

(9 courses): Animal Behavior (BI 321), Marine Invertebrate Zoology (BI 362), Evolutionary Biology (BI 367), Plant Biology: Evolution, Diversity, and Environment (BI 368), Environmental Health and Safety (BI 370), Principles of Aquaculture Seminar/Lab (BI 382), Coral Reef Ecology Seminar (BI 383), Experimental Design Seminar (BI 387), and Ecology of the North Atlantic Coast (BI 388).

Physiology and Morphology

(8 courses): Biochemistry (BI 326), Endocrinology (BI 213), Nutrition and Metabolism (BI 217), Human Physiology (BI 312), Histology (BI 331), Parasitology (BI 340), Plant Biology: Morphology, Biochemistry and Physiology (BI 369) and Parasitology Seminar (BI 384).

Choices in your Junior and Senior Year

The choice of block electives will vary according to the student's career objective and interest. Choices should be made after consultation with appropriate advisors within the Department. This would complete the Department's minimal requirement for the B.S. degree and be sufficient to produce a professional biologist. The student has six electives beyond this point, which can be additional block electives and/or advanced electives within the Department, or electives outside the Department. The elective portion of the program is, therefore, subject to individual modification based on the student's career interest and faculty consultation. For example, students interested in molecular biology may take advanced courses to fulfill a concentration in molecular biology. Similarly, students interested in biochemistry, environmental science or marine science may take additional biology and/or other science electives to fulfill minors in these three areas. Many other possibilities exist. Students interested in medical, dental or other allied health schools can take additional electives in biology to improve their chances for admission to the various professional schools. Biology students interested in science writing or journalism could minor or even double major in English. Biology majors wishing to teach biology at the secondary level can minor in Education.

The research interests of the faculty provide the opportunity for qualified seniors to participate in either laboratory or library investigations under the guidance of a professor in the student's chosen area of interest. Internships at off-campus institutions can also be arranged for qualified juniors and seniors. Thus, emphasis on the individual is found not only in the elective program, but also in opportunities for independent study, laboratory research, and internships.

The Biology Department also offers one concentration and one minor that supplement the normal biology major. The concentration is in molecular biology. The minor is in marine science. Both require additional coursework beyond the biology major, as explained below.

Biology Major with a Concentration in Molecular Biology.

The student will be required to take four courses from the Molecular, Cell and Developmental Biology Block (see list on previous page). Interested students should consult with Dr. Phyllis Braun for advisement and filling out of appropriate paperwork.

Biology majors might also be interested in pursuing minors in biochemistry, environmental science, or marine science. The Biochemistry minor is offered through the Chemistry Department; see the Chemistry entry in this catalog for details. The Environmental Science minor is offered jointly by the Biology, Chemistry and Physics Departments.

The Marine Science minor is offered by the Marine Science Program; see the Environmental Science and Marine Science Programs in this catalog for details.

Biology Major with a Minor in Education

Students in this minor are allowed to count their Student Teaching Seminar (ED 382) as their capstone experience. It is expected that students in this program will have to take one or two summer courses and that special attention to double counting will be necessary in order to graduate in four years. Careful scheduling in the junior and senior year will be required in order to complete the five biology courses and the requirements of the Education Minor. Biology majors in this minor should consult with the Education Advisor, Dr. Olivia Harriott.

Students can pursue the following advanced education or careers upon graduation with a major in Biology:

Allied Health School

Chiropractic	Optometry
Epidemiology	Osteopathy
Genetic Counseling	Physician's Assistant
Mortuary Science	Physiotherapy
Naturopathy	Public Health
Nutrition	Podiatry

Business

Health Care Industry	Hospital Administration
Health Insurance	Pharmaceuticals

Dental School

Graduate School

Animal Science	Genetics
Biochemistry	Genetic Engineering
Biocommunications	Immunology
Biomathematics	Marine Biology
Biomedical Engineering	Microbiology
Biophysics	Molecular Biology
Biotechnology	Natural History
Cancer Biology	Neuroscience
Cell Biology	Parasitology
Conservation Biology	Pharmacology
Developmental Biology	Physiology
Ecology	Plant Science
Education	Population Biology
Environmental Science	Toxicology
Evolutionary Biology	Virology

Law School (Forensic or Environmental Law)

Local, State, and Federal Government
(Positions requiring a knowledge of biology)

Medical School

Secondary Education

Veterinary School

Bachelor of Science
(Major in Biology)

	Credits	
	Fall	Spring
First Year		
General Biology (BI 170-171)	4	4
Chemistry (CH 11-12)	4	4
Mathematics (MA 121-122)	3	3
Core	3	3
Core	3	3
Sophomore Year		
Biology (BI 260, BI 261)	4	4
Chemistry (CH 211-212)	5	5
Physics or core* (PS 83-84)	4	4
Core	3	3
Core	3	3
Junior Year**		
Biology Block Elective	3-4	3-4
Biology Elective	3-4	3-4
Elective	3-4	3-4
Core	3	3
Core	3	3
Senior Year**		
Biology Block Elective	3-4	
Biology Capstone Elective		3
Elective	3-4	3-4
Elective	3-4	3-4
Core	3	3
Core	3	3

*Physics can also be taken in the junior year for students going to graduate school. For medical schools, please consult with the Health Sciences Advisor.

**The sequence for biology block electives, biology electives and capstone elective shown here are only suggestions. You may arrange them differently.

Minor in Biology

A minor in biology requires completion of:
(a) BI 170-171 and
(b) Any three biology courses numbered 200 or higher.
Double counting is not allowed.

BI 15 General Biology I

An introduction to the study of biology for the non-science major. The purpose of the course is to familiarize the student with the general biological principles that govern the activities of all living systems. Concepts such as the biochemical origin of life, cellular morphology and physiology, and human genetics are presented. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

BI 16 General Biology II

Biological systems are studied in detail, such as the human organism with emphasis on pathophysiology; diversity of life; and evolution. Emphasis is determined by instructor. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. Prerequisite: BI 15. *3 credits*

BI 18 Human Biology: Form and Function

This course represents a basic introduction to the anatomy and physiology of humans. The major organ systems of the body are examined. Attention is focused on how each system functions, and how all systems interact with one another. Using comparative methods, students come to appreciate the evolutionary origins of human form. The course examines how design problems (such as sharing a tube for breathing and eating) were overcome. Current issues in public health are discussed, and attention focuses on the environmental health problems that human populations face. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. Formerly listed as BI 33. 3 lectures. *3 credits*

BI 70 Science, Technology and Society

This course analyzes the major issues of science and technology that confront today's society. An understanding of these issues is achieved through examination of the underlying science. The issue's impact upon the environment, natural resources, and society is explored. Expectations in terms of benefits and hazards are covered. The thrust of this course is understanding through asking the right questions. Issues are ongoing and subject to change. Current topics include acid rain, agriculture, disease (AIDS, cancer, and heart), energy, genetic engineering, greenhouse effect, ozone depletion, and water pollution. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. *3 credits*

BI 72 Horticulture

An understanding of horticulture for non-science majors is achieved through the examination of basic horticultural science, practice, and plant material. The science aspect covers nomenclature, plant parts, basic processes, and plant development as influenced by the environment. Practices include propagation, management of the indoor and outdoor environments, and cultural needs. Plant materials covered include ornamental plants (flowers, shrubs, trees, lawns, greenhouse and house plants), vegetables, fruits, nuts, and herbs. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

BI 75 Ecology and Society

Students examine the available scientific evidence, and are encouraged to draw their own conclusions concerning environmentally sensitive issues. These issues are covered through lectures, readings, films, and occasional off-campus field trips (by arrangement). Areas of concern include environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. This course is open to all except biology majors. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

BI 76 Introduction to Environmental Science

The science of the environment is presented through examination of the interconnections among physical, chemical and biological fields of inquiry. During the semester, field and laboratory studies of campus environments are completed as part of a long term monitoring program. Human impacts on the environment are measured directly with land-use analyses, water quality assessments and biological surveys. Students develop an informed scientific basis on which to formulate their own perspectives on living in the environment. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 2 lectures, 1 lab. *3 credits*

BI 78 Introduction to Marine Science

This course is designed to introduce the non-science major and the marine science minor to the field of oceanography. Consideration is given to the interdisciplinary nature of the study of the world's oceans by including topics dealing with the geological, physical, chemical and biological aspects of the science. **Note:** this course counts as a science core course and is a required course for the Marine Science minor, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

BI 79 Rainforest Ecosystems

This course is designed to introduce the non-science major to the rainforest. The rainforest ecosystem is examined from a botanical and environmental perspective. Temperate (North American) and tropical (South American, African and Asian) rainforests are examined in this context. The importance of biological diversity and natural products is emphasized. Solutions for saving rainforests are analyzed. **Note:** this course is sometimes offered as part of the Interdisciplinary Learning Community, Latin American Studies: The Rainforest Community. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

BI 80 Tropical Marine Biology

This course examines the ecology of tropical marine communities focusing on marine species common to the Caribbean basin. The biology of coral reefs, seagrass beds and mangrove forests is addressed in detail and their interdependence explored. This course satisfies a science requirement and can be used as an elective in the Marine Science minor. It is sometimes offered as part of the Interdisciplinary Learning Community: The Caribbean Environment. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

BI 82 Genes, Memes, and Evolutionary Biology

Is evolution a fact, a theory or both? Through a reading of the work of some of the most influential evolutionary biologists of today (e.g., Stephen Jay Gould, Richard Dawkins, George Williams, Douglas Futuyma) this course explores modern interpretations of Darwin's idea of evolution by natural selection. Topics include a brief history of evolutionary biology, a basic introduction to principles of heredity, and the role of natural selection in adaptive change. To illustrate evolutionary principles, topics such as the following are considered in some detail: the evolution of sex, the link between dinosaurs and birds, cultural evolution, the evolution of cooperative behavior, and human origins. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 83 The DNA Revolution

This course evaluates recently developed biological techniques in the field of genetic engineering. An overview of DNA structure and function is presented; however, the focus of the course is on applications of modern DNA technology. Topics include cloning, reproductive technology and paternity testing, identification and screening of genetic disease genes, gene therapy, medical forensics and DNA fingerprinting, DNA technology in agriculture, transgenic animals, and the human genome project. The social impact of the DNA revolution is also discussed. No prior knowledge of DNA or biology is expected. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. Formerly listed as BI 35. 3 lectures. 3 credits

BI 86 Parasites: Yours, Your Pets' and Your Travels'

Students will read excerpts from four books written for the non-scientist that deal with highlights in the history of the immune system and several key parasitic diseases. An appreciation of the living parasite will be gained from in-house television video clips and assigned web sites. The course will focus on those parasites that students are most likely to encounter in or on themselves, their pets, or as a result of their travels. Relevant aspects of host physiology will also be covered. A discussion approach will also be used extensively during class time, based on pre-assigned topics. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 87 Microbiology: The Plight of Humans and Microbes

This course will survey the interactions of microorganisms on humans that result in various types of diseases. Emphasis will be placed on bacterial and viral infections that involve the various organs associated with skin, respiratory, digestive, urogenital, nervous and lymphatic systems. The importance of control and prevention of infection, as well as, the control of growth and the functional anatomy of microorganisms will be covered also. Historical perspectives will be given on the various diseases surveyed. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 95/PH 230 Philosophy and Biology of Evolutionary Theory

This course explores the question of evolutionary theory from the perspectives of philosophy and biology. From the biological perspective, the course focuses on Mendelian inheritance, natural and sexual selection, speciation, and human evolution. From the philosophical perspective, the course focuses on questions such as essentialism vs. population thinking, Cartesianism vs. dialectical thinking, units of selection, function and adaptationism, and human nature. This course counts as a science core, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 100 Marine Biology

Offered summers only. The course introduces students to the flora and fauna of marine communities, emphasizing the biota of Long Island Sound. Field trips to the local salt marshes, estuaries, rocky shores, beaches and mudflats are part of the curriculum. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 credits

BI 107-108 Human Anatomy and Physiology

This course is recommended for nursing majors. It is designed to give familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, the glands of internal secretion, and including techniques for measuring blood pressure, blood typing, and others. This course is not open to Biology majors, except where required for allied health sciences (chair approval required). Human Physiology (BI 312) is recommended for Biology majors who are interested in human physiology. 3 lectures, 1 lab. 8 credits

BI 150 God and Modern Biology

This course will serve as an introduction to the dialogue between Science and Religion with a detailed consideration of recent advances in modern biological research that raise significant religious, theological, and ethical issues. Emphasis will be placed on developing a practical understanding of the scientific method through interactive experiences and lecture material. How scientific breakthroughs and ideas can influence or be influenced by religious thought will be considered through assigned readings and in class discussion groups. We will consider both the historically significant and most recent findings in the areas of evolution, biotechnology, and the neurosciences. **Note:** This course counts as a science core, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

BI 151 Elements of Microbiology

A course in microbiology for nursing majors. Topics presented include the structure and function of bacteria, viruses, yeasts, molds, antibiotics, and bacterial genetics. Also, mechanisms of microbial invasion and the body's immunological response are examined. This course is not open to Biology majors. Fundamentals of Microbiology (BI 352) is recommended for Biology majors who are interested in microbiology. 3 lectures, 1 lab. 4 credits

BI 170-171 General Biology (Majors)

An introduction to biology for the biology major. The course covers the classification and phylogenetic survey of the plant, animal, and other biological kingdoms. An examination of the cytology, anatomy, physiology, and development of representative organisms in each kingdom is considered. Formerly listed as BI 91-92. 3 lectures, 1 lab. 4 credits

BI 203/PY 203 Statistics for the Life Sciences

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, Chi Squared, ANOVA, and non-parametric statistics. The laboratory is designed to complement the course by giving students supervised computation and problem-solving exercises with calculator and computer. 3 lectures, 1 lab. *4 credits*

BI 213 Endocrinology

A study of the glands of internal secretion, their location, anatomy, and function. The nature of their secretions and importance in the regulation of body functions is discussed. 3 lectures. (Prerequisites: BI 170-171, CH 11-12, CH 211-212) *3 credits*

BI 217 Nutrition and Metabolism

A consideration of the roles of carbohydrates, lipids, protein, vitamins, minerals and water in mammalian nutrition. The physiology of animal digestion, absorption, and intermediary metabolism is examined in relation to nutritional needs and energy balance. Recent developments in the application of nutritional findings to metabolic disorders such as diabetes, heart disease, and neurochemical deficits are treated and evaluated in relation to the principles of animal nutrition. 3 lectures. (Prerequisites: BI 170-171, CH 11-12, CH 211-212) *3 credits*

BI 260 Ecology

A hierarchical approach to scale and complexity is used to present ecology at different levels such as species, populations, communities and ecosystems. Through quantification of

natural history, the course investigates mechanisms of and responses to environmental change. Concepts of energy flow and nutrient cycles are introduced and discussed within local, synoptic and global frameworks. Laboratory exercises and fieldtrips to local ecosystems are used to demonstrate ecological interconnections. 3 lectures, 1 lab. (Prerequisites: BI 170-171; CH 11-12) *4 credits*

BI 261 Genetics

This course offers a comprehensive study of the fundamental principles of classical and molecular genetics. Major topics include transmission (Mendelian) genetics, gene linkage and mapping, fundamentals of molecular biology, molecular approaches to genetic analysis, genetic engineering and recombinant DNA technology, microbial genetics, developmental genetics and population genetics. The role of genetics in evolutionary biology is emphasized. Formerly listed as BI 221. 3 lectures, 1 lab. (Prerequisites: BI 170-171) *4 credits*

BI 296 Special Topics in Biology

This course requires library research and the writing of a scholarly paper on a special topic. The student must discuss the topic with and arrange for the consent of an appropriate professor prior to registration. *3 credits*

BI 312 Human Physiology

A consideration of homeokinesis in the mammalian organism is studied by means of a comprehensive survey of the morphology and physiology of the organ systems of the human body. Formerly listed as Mammalian Physiology, BI 212. 3 lectures, 1 lab. (Prerequisites: BI 170-171, CH 11-12, CH 211-212) *4 credits*



BI 321 Animal Behavior

A comparative survey of the behavioral patterns and social relationships of invertebrate and vertebrate animals. This course will include an examination of the genetic, physiological, and ecological mechanisms underlying behavioral interactions, and their adaptive significance. In the laboratory, students will learn observational and experimental methods used in animal behavior research. Formerly listed as BI 267. 3 lectures, 1 lab. (Prerequisites: BI 170-171, BI 260, and BI 261)

4 credits

BI 326 Biochemistry

An examination of the structure and function of biological macromolecules with emphasis on their role in eukaryotic cell processes will be presented. The course will focus on the regulation of metabolic pathways involved in the synthesis, breakdown, and inter-conversion of biochemical intermediates. We will seek to develop an understanding of basic biochemical principles in the context of overall cell function. Laboratory exercises will take an investigative approach to the application of biochemical methods to questions in cell biology. Formerly listed as BI 226. 3 lectures, 1 lab. (Prerequisites: BI 170-171; CH 211-212)

4 credits

BI 327 Cell Biology

This course focuses on the structure and function of eukaryotic cells. We explore the relationship between gene expression and protein synthesis, and discuss how different proteins coordinate a complex array of important biological tasks in the cell. We cover the biochemical interactions that occur within and between cells that sustain viability and mediate cell communication. Topics include gene expression and protein production, enzyme structure/function, protein-protein interactions, cytoskeleton, and extracellular matrix, mechanisms of transport, signal transduction, cell cycle and apoptosis. Laboratories include analysis of cell morphology, methods of protein and organelle detection, protein purification and assays to study the growth, differentiation and death of eukaryotic cells in response to their environment. Formerly listed as BI 227. 3 lectures, 1 lab. (Prerequisites: BI 170-171, BI 261; CH 11-12, CH 211-212)

4 credits

BI 331 Histology

A study of the microscopic anatomy of vertebrate animals; the morphology of cells and their combinations in the various tissues and organs of the body. The structure of cells, tissues, and organs is constantly related to their functions in the different vital processes, and to the participation of the fundamental tissues in the formation of organs and systems of organs. Formerly listed as BI 231. 2 lectures, 2 labs. (Prerequisites: BI 170-171)

4 credits

BI 340 Parasitology

An introduction to the biology of parasites of humans and domestic animals. Emphasis on the host-parasite relationship provides an opportunity to integrate acquired knowledge of host and parasite anatomy, biochemistry, physiology, ecology and immunology. In addition, the molecular biology of selected parasites is discussed. Laboratory exercises include examination of preserved and living organisms (obtained locally and maintained in the laboratory) as well as experimental design and evaluation. Formerly listed as BI 240. 2 lectures, 2 labs. (Prerequisites: BI 170-171, BI 260, BI 261; CH 11-12, CH 211-212)

4 credits

BI 342 Developmental Biology

This course explores how the transition between a single-celled, fertilized egg and a multicellular animal is accomplished. Emphasis is placed on the dynamic interactions that occur at the molecular level to tightly control developmental processes. Topics include mechanisms of cell fate and differentiation, the molecular basis of differential gene expression, analysis of the molecular cues regulating body axis formation, environmental regulation of animal development, and developmental mechanisms of evolutionary change. The laboratory for this course consists of student-designed group research projects using key animal model systems. Formerly listed as BI 242, Mechanisms in Animal Development. 3 lectures, 1 lab. (Prerequisites: BI 170-171, BI 261)

4 credits

BI 352 Fundamentals of Microbiology

A comprehensive introduction to microbiology. Lecture topics include microbial cell structure, physiology, genetics, evolution and taxonomy, diversity, enumeration methods, ecology, and applied microbiology. Lab sessions introduce microbiological techniques, such as aseptic technique, microscopy, bacterial staining and culture techniques, and other methods to study the biology of microorganisms. The student uses skills acquired in the lab to examine the diversity of microorganisms in the biosphere. Formerly listed as BI 252. 3 lectures, 1 lab. (Prerequisites: BI 170-171, BI 261, CH 211-212)

4 credits

BI 354 Molecular Biology

An introduction to molecular biology. This course examines protein structure, DNA structure, RNA structure, the roles of DNA and RNA in protein synthesis, and the replication and repair of DNA and RNA in eukaryotic and prokaryotic cells. The effects of mutations are related to DNA, RNA, and proteins. Formerly listed as BI 254. 3 lectures. (Prerequisites: BI 170-171, BI 261)

3 credits

BI 356 Immunology

An introduction to immunology. This course covers the humoral and cellular basis of immune response. Antigens, the structure and function of immunoglobulins, antibody formation and living/experimental manifestations of the immune response are emphasized. Formerly listed as BI 256. 3 lectures. (Prerequisites: BI 170-171, BI 261)

3 credits

BI 357 General Virology

This introductory course is designed to cover the entire field of virology, but special emphasis will be placed on animal viruses. Coverage centers on the physical, biochemical, and biological aspects of each bacterial, and animal virus class. Discussion stresses viral morphology, replication and assembly; pathogenesis of viral infections, and the epidemiology, prevention and control of viral diseases. Formerly listed as BI 257. 3 lectures. (Prerequisites: BI 170-171, BI 261)

3 credits

BI 358 Recombinant DNA Technology

This course is designed to provide practical experience for biology majors in recent advances in molecular biology and biotechnology. The course allows the student to become familiar with the manipulation of genetic material (DNA) and to understand the techniques that are used for the isolation and characterization of genes. Laboratory sessions cover topics such as the principles of aseptic technique, isolation of plasmid DNA from bacteria, transformation of bacteria and yeast, restriction enzyme digestion, agarose and polyacrylamide gel electrophoresis and gene manipulation. 1 lecture, 2 labs. Formerly listed as BI 258, Laboratory in Molecular Biology. (Prerequisites: BI 170-171, CH 211-212 and either BI 261 or BI 354)

3 credits

BI 362 Marine Invertebrate Zoology

A study of the phylogeny, morphology and physiology of the major marine invertebrate groups with emphasis on local fauna. The laboratories include field trips to the coast to collect specimens for identification and study. 3 lectures, 1 lab. (Prerequisites: BI 170-171, 260. Formerly listed as BI 262)

4 credits

BI 365 Evolutionary Biology

The course begins with an examination of the intellectual origins of biological thought and includes a study of the historical factors that contributed to Charles Darwin's development of the theory of evolution. Topics covered in some detail include the evidence for evolution, the forces affecting evolution (e.g., mutation, migration, genetic drift and selection), and natural selection as the basis of adaptation. Philosophical and practical aspects of defining species and reconstructing phylogenetic relationships are also discussed. Students critique (individually and in groups) current papers in evolutionary biology on topics such as punctuated equilibrium theory, Darwinian medicine, human origins, co-evolutionary arms races, systematics and biodiversity, and the evolution of sex. Formerly listed as BI 285. 3 lectures, 1 lab. (Prerequisites: BI 170-171, 260 and 261)

4 credits

BI 368 Plant Biology: Evolution, Diversity, and Environment

The evolutionary process is discussed first, followed by coverage of the evolution and diversity of land plants from bryophytes and ferns to gymnosperms and angiosperms. The environmental impact of using plants for food production is also examined. Students are expected to assemble a field plant collection. Formerly listed as BI 268. 3 lectures, 1 lab. (Prerequisites: BI 170-171 and 260)

4 credits

BI 369 Plant Biology: Morphology, Biochemistry and Physiology

This course is an advanced study of gymnosperms and angiosperms. Special emphasis is placed on the areas of morphology, biochemistry and physiology. The structure, function and development of conifers, monocots and dicots are emphasized. The biochemistry and physiology of plant processes are related to contemporary topics in genetic engineering of plants. Formerly listed as BI 269. (3 lectures, 1 lab. Prerequisites: BI 170-171 and 260)

4 credits

BI 370 Environmental Health and Safety

This course focuses on the environmental, health and safety aspects associated with the usage and exposure to biologicals, chemicals and radiation. The risks, hazards and environmental impact associated with hazardous materials will be examined. Methods to minimize risk and environmental pollution are addressed. Regulations on the federal and state level associated with hazardous materials will be discussed. Conducting safety audits and inspections in the lab context and proper methods of disposal for hazardous materials are covered. Formerly listed as BI 270. 2 lectures, 1 lab. (Prerequisites: CH 11 and 12)

3 credits

BI 382 Principles of Aquaculture Seminar/Lab

This course is designed to introduce the student to the rapidly growing science of aquaculture or fish farming. A comprehensive approach covering topics including history, potential, descriptions, management, feeding, diseases, regulations, permitting, and marketing of aquatic animals and plants will be taken. A seminar format is used and students are required to read, analyze, and present technical papers from the primary literature. A main focus of the laboratory will be the setup, maintenance, and operation of small-scale aquaculture production systems for growing tilapia. This course satisfies the capstone course requirement for biology majors. 3 lectures, 1 lab. (Prerequisites: BI 76 or BI 260 or permission of the instructor. Open to Juniors and Seniors).

4 credits

BI 383 Coral Reef Ecology Seminar

A study of the complex ecological relationships among the various plants and animals inhabiting coral reef communities. This course discusses such topics as reef development, coral symbiosis and growth, reef trophic dynamics, behavior of coral reef fish and invertebrates and the effects of pollution on the coral reef ecosystem. A seminar format is used and students are required to read, analyze and present technical/research papers from the primary literature. Formerly listed as BI 263 and more recently as BI 363. (Prerequisites: BI 170-171, 260)

3 credits

BI 384 Parasitology Seminar

Students will analyze and present primary literature representing current areas of active research in parasitology. The focus will be on protist and animal parasites of humans. The initial student presentation will build on the background of each individual, while the second presentation will provide the opportunity to explore a new area of biological research. The breadth of the host-parasite relationship: anatomical, physiological, immunological, genetic, molecular, provides the platform for a capstone experience. Permission of the instructor is requested in order to tailor required readings to the enrollment of each class. This course fills the capstone department requirement or the morphology/physiology block requirement. (Prerequisites: BI 170-171, BI 261, and two electives at the 300 level)

3 credits

BI 385 Molecular Mechanisms of Human Disease Seminar

This is an upper level seminar course covering the molecular and cellular events that underlie important human diseases. Students will learn how to critically analyze and interpret primary literature on the molecular aspects of such diseases as cancer, diabetes, heart disease, and AIDS. A review and in-depth discussion of selected articles will be presented and led by students at each meeting. Students will also use these acquired skills to survey a particular topic of their choice, and write a concise and comprehensive review of the relevant literature for their final project. (Prerequisites include BI 261, CH 211-212 and one additional upper level course in the molecular/cellular block. Permission of the instructor is also required)

3 credits

BI 386 Bacterial Pathogenesis Seminar

This course examines the role of prokaryotes in disease. Emphasis is placed on the genetics and physiology of the mechanisms of pathogenesis. Aspects of the human immune response, host-parasite relationships, and the epidemiology of infectious disease are covered. Formerly listed as BI 353, Bacterial Pathogenesis. 3 lectures. (Prerequisites: BI 261 and BI 352)

3 credits

BI 387 Experimental Design Seminar

Methods and principles of conducting experimental research will be discussed through lecture and literature survey, with a strong emphasis on field (not laboratory) approaches to ecology, evolution and environmental science. Experimental design and sampling techniques to investigate topics from the level of autoecology to the ecosystem will be presented. Examples from the primary literature will be reviewed and critiqued. The relationship between statistics and experimental design will be demonstrated for specific research problems. Formerly listed as BI 362. (Prerequisites: BI 170-171, BI 260) *3 credits*

BI 388 Ecology of the North Atlantic Coast

This seminar will examine the processes that generate ecological patterns in North Atlantic coastal ecosystems. We will focus on the ecology of salt marshes, tidal rivers, sandy beaches, and rocky shores including the human impact on these systems. The course will be centered on student-led discussions of readings from the scientific literature. This course satisfies the Biology capstone requirement. (Prerequisites: BI 260) *3 credits*

BI 391-392 MUSE Research**(See Marine Science Program)**

With faculty assistance and approval, students will design and carry out a research project. The project may involve scientific observation, testing and recording, such as a study of water quality in a stream or the Sound. It may call for practical environmental work, such as restoring degraded habitats in Cove Island Park or it could be primarily educational, such as preparing exhibits or environmental lesson plans for SoundWaters. Long Island Sound and its watershed offers a great variety of subjects for study. *3 credits*

BI 393-394 MUSE Internship**(See Marine Science Program)**

As an intern at SoundWaters Community Center for Environmental Education, students will assist educators teaching ecology to urban elementary, middle and high school students involved in the SoundWaters after-school programs. Students will also have the opportunity to teach aboard the schooner, SoundWaters, and participate in overnight educational programs offered aboard the vessel. *6 credits*

BI 395-396 Independent Research I & II

A research thesis, involving laboratory investigation, is required. Seniors and qualified juniors wishing to register for this program must first obtain the consent of the professor supervising research in the area of their interest. Present projects include research on aquatic ecology, bacterial ecology and physiology, biochemistry, cell wall biosynthesis, evolution of marine invertebrates, genetic regulation of animal development, mammalian physiology, plant biostimulants, plant-insect ecology, population and disease dynamics of shellfish, and signal transduction/gene regulations. *3 credits each*

BI 397-398 Internships

These internships are available for junior and senior level biology majors who are in good academic standing. While variable and subject to availability, present internships are available for students interested in allied health, environmental science, marine science, medicine, dentistry, biotechnology, and emergency medicine. Other internships are subject to individual arrangement. Transportation will be provided by the student. Students wishing to register for this program must first discuss it with the Chair and also obtain the consent of the professor supervising the internship. *Credit by arrangement*

Program in

Black Studies: Africa and the Diaspora

Director: Forsythe (History)

Advisory Committee: Anderson (*Sociology and Anthropology*); Bucky, Coury, Petry (*History*); Garvey, O'Driscoll, Tomlinson (*English*); Orman (*Politics*); Torff (*Visual and Performing Arts*); Mazon (*Office of Multicultural Relations, ex-officio*)

This program explores the African diaspora and its interaction with culture and society in the Americas. Interdisciplinary in nature, the program combines humanities courses from literature, music, and film together with the social sciences and history to provide students with an understanding of the far-reaching impact of race and ethnicity across continents. The program explores the reality of Blacks in the United States, but in a broader historical and comparative perspective that is informed by the experiences of people of African descent throughout the Americas.

The 18-credit minor in Black Studies requires completion of:

1. Introduction to Black Studies, BL 101.
2. Five additional courses drawn from a variety of disciplines. These courses must be drawn from the social sciences or history, and from the humanities; no more than three courses can come from either area. The five courses must represent three different disciplines. At least three must be "Focus" courses while the other two may be "Component" courses.

Focus courses

English

- EN 288 Sub-Saharan African Literature
- EN 339 African-American Literature & Culture, 1900-1940
- EN 340 Seminar on Alice Walker
- EN 341 Early African-American Literature
- EN 344 African-American Fiction, 1940-Present
- EN 371 African-American Women's Writing

History

- HI 262 African-American History, 1619-1865
- HI 263 Inventing Themselves: African-American Women in U.S. History
- HI 264 African-American History, 1865-Present
- HI 291 Africans in the New World, 1500-1800
- HI 292 Topics in the History of Africa

Politics

PO 141 African Politics

Visual and Performing Arts

MU 101 History of Jazz

MU 112 The Music of Black Americans

Component courses**English**EN 291 Black Bodies/White Bodies:
The Angst over Race

EN 337 Race, Culture, and American Realism

EN 348 Contemporary Women Writers of Color

History

HI 238 The United States, 1850-1900

HI 239 Twentieth-Century U.S.

HI 342 Immigration, Ethnicity and Race
in U.S. History

HI 376 The Spanish Caribbean

Politics

PO 143 Caribbean Politics

Sociology

SO 162 Race, Gender, and Ethnic Relations

SO 163 Urban/Suburban Sociology

Religious Studies

RS 235 Liberation Theology

RS 236 African-American Religious Strategies

Visual and Performing Arts

AH 12 Intro to the Art History of

Asia, Africa, and the Americas

MU 112 The Music of Black Americans

MU 122 World Music History and Ensemble

A list of approved courses for the minor is available from the Program Directors.

BL 101 Introduction to Black Studies

This course provides an interdisciplinary introduction to the field of Black Studies, looking back to African contexts and the effects of colonialism, to the Atlantic slave trade and the Middle Passage, and to the arrival of Africans in the Americas. It examines the experiences of people of African descent in Latin America and the Caribbean, and then explores U.S. history and culture from African-American perspectives. Grounded in history and relying throughout on literary expression for illustration, the course material also introduces students to film, painting and sculpture, and music, as well as to approaches based in sociology, anthropology, politics, and religious studies.

3 credits

Department of

Chemistry

Professors: Elder, MacDonald, O'Connell (*Chair*), Sarneski

Associate Professors: Steffen, Weddle

Assistant Professor: Kubasik

Lecturers: Cipolla, Glans, Petty, Reilly-Wiedow, Rezvani, Sobczynski

Modern chemistry is an interdisciplinary subject that integrates its own knowledge with that of physics and mathematics and applies it to the solution of problems in a wide variety of areas including the biological sciences and technology. The curriculum for chemistry majors is designed to emphasize fundamental principles and applications. Courses offered develop critical thinking, problem solving skills, experimental technique, and provide ample preparation for future study at the graduate level or in professional programs. As an empirical science chemistry is, at its heart, a laboratory science. At Fairfield, we provide opportunities for students to engage in a laboratory research experience.

A major in chemistry can lead to a variety of careers other than chemistry. Among these are business, dentistry, environmental science, patent law, molecular biology, neuroscience, pharmacology, materials science, medicine, teaching, and toxicology.

The Department of Chemistry and its curriculum are certified by the Committee on Professional Training of the American Chemical Society. Certified programs are defined by the high quality of the faculty, curriculum, facilities, and available resources.

The Bachelor of Science in Chemistry can be achieved by following any one of three tracks. Following the first track, a student will earn a B.S. in Chemistry. It provides a student with a background in the foundations of chemistry. A student choosing the second track receives a B.S. in Chemistry that is certified by the American Chemical Society and features more in-depth laboratory work and research experience. The third track is also an ACS certified B.S. in Chemistry with an emphasis in biochemistry. This track is referred to as the "Biochemistry Option".

Bachelor of Science*(Major in Chemistry)*

	Credits	
	Fall	Spring
First Year		
Chemistry (CH 11-12 or 17-18)	3	3
Chemistry (CH 11-12 or 17-18) Lab	1	1
Mathematics (MA 121-122)	3	3
Physics (PS 83-84)	3	3
Physics (PS 83-84) Lab	1	1
Core courses	6	6

Sophomore Year

Chemistry (CH 211-212)	3	3
Chemistry (CH 211-212) Lab	2	2
Chemistry (CH 222)		3
Chemistry (CH 222) Lab		2
Mathematics (MA 225-321)	3	3
Core and Electives	9	6

Junior Year

Chemistry (CH 261-262)	3	3
Chemistry (CH 261) Lab	1	2
Chemistry (CH 326)	3	
Chemistry (CH 326) Lab		2
Core and Electives	9	9

Senior Year

Chemistry (CH 341)	3	
Chemistry (CH 324)		3
Chemistry (CH 324) Lab		1
Core and Electives	12	9

Bachelor of Science*(Major in Chemistry – ACS Certified Curriculum)*

	Credits	
	Fall	Spring
First Year		
Chemistry (CH 11-12 or 17-18)	3	3
Chemistry (CH 11-12 or 17-18) Labs	1	1
Mathematics (MA 121-122)	3	3
Physics (PS 83-84)	3	3
Physics (PS 83-84) Labs	1	1
Core courses	6	6

Sophomore Year

Chemistry (CH 211-212)	3	3
Chemistry (CH 211-212) Labs	2	2
Chemistry (CH 222)		3
Chemistry (CH 222) Lab		2
Mathematics (MA 225-321)	3	3

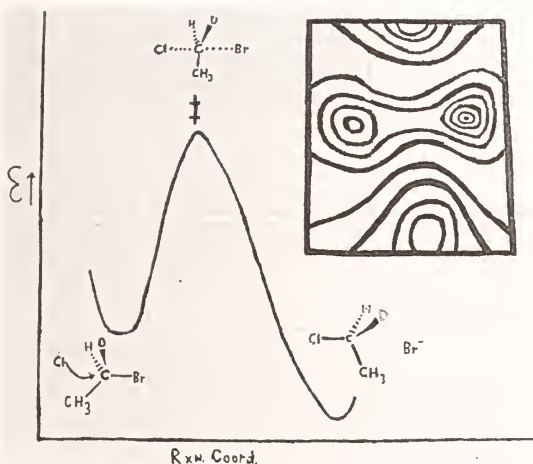
Junior Year

Chemistry (CH 261-262)	3	3
Chemistry (CH 261-262) Labs	1	1
Chemistry (CH 326)	3	
Chemistry (CH 326) Lab		2
Core & Electives	9	9

Senior Year

Chemistry (CH 341)	3	
Chemistry (CH 341) Lab	1	
Chemistry (CH 324)		3
Chemistry (324) Lab		1
Chemistry (CH 398)		3
Core & Electives	12	9

- 1) The student intending to enter primary or secondary school teaching should consult annually with the Chairs of the Departments of Chemistry and Education for appropriate modifications of this curriculum.
- 2) The student intending to enter medical or dental school should consult with the Chair of the Chemistry Department for appropriate modifications of this curriculum, which will include taking BI 170-171 in freshman year in place of PS 83-84 which is taken in sophomore year.
- 3) Students may elect to take Biochemistry (CH 324) in the Junior Year.
- 4) Note that CH 398 Research & Seminar can be taken for 1, 2, or 3 credits.
- 5) Students are encouraged to participate in summer research experiences, either on or off campus. At the discretion of the Chemistry Department, involvement in summer research, such as a National Science Foundation Research Experience for Undergraduate Programs, may be counted toward the research requirement. Each case will be evaluated individually by the Department.



- 6) All research for credit will be consistent with the ACS/CPT (American Chemical Society/Committee for Professional Training) guidelines.

Bachelor of Science

(Major in Chemistry - Biochemistry Option)

	Credits	
	Fall	Spring
First Year		
Chemistry (CH 11-12)	3	3
Chemistry (CH 11-12) Lab	1	1
Biology (BI 170-171)	4	4
Mathematics (MA 121-122)	3	3
Core	6	6

Sophomore Year

Chemistry (CH 211-212)	3	3
Chemistry (CH 211-212) Lab	2	2
Chemistry (CH 222)		3
Chemistry (CH 222) Lab		2
Physics (PS 83-84)	3	3
Physics (PS 83-84) Lab	1	1
Mathematics (MA 225, MA 321)	3	3
Core and Electives	3	3

Junior Year

Chemistry (CH 261-262)	3	3
Chemistry (CH 261-262) Lab	2	2
Chemistry (CH 326)	3	
Chemistry (CH 324)		3
Chemistry (CH 324) Lab		1
Core and Electives	9	6

Senior Year

Chemistry (CH 325)	3	
Chemistry (CH 341)	3	
Chemistry (CH 326) Lab		2
Core and Electives	6	9

Choice of one of the following:

- Biology (BI 261)
- Biology (BI 327)
- Biology (BI 354)

Minor in Chemistry

A minor in chemistry requires six courses in chemistry. At least four of these courses must carry course numbers of 200 or greater. One of these four courses must be a course in physical chemistry (CH 202 or CH 261).

Minor in Biochemistry

Traditionally, many students majoring in biology have taken a chemistry minor. This puts them in a strong position when seeking entrance to graduate or professional schools or the job market. In many cases, their position is strengthened if they can point to a minor in biochemistry.

The Biochemistry minor consists of the following:

CH 11-12	General Inorganic Chemistry I & II
with Lab	(8 credits)
CH 202	Elements of Physical Chemistry
	(3 credits)
CH 211-212	Organic Chemistry I & II (10 credits)
with Lab	
CH 324-325	Biochemistry I & II (6 credits)

The prerequisites for those seven courses are listed below.

Course	Prerequisite
CH 11	none
CH 12	CH 11
CH 211	CH 12
CH 212	CH 211
CH 202	CH 212, PS 83-84, MA 121-122 or equivalents
CH 324	CH 212, CH 202 or 261
CH 325	CH 324

PS 83-84 and MA 121-122 or equivalents are courses that are required of all physical science majors. The other prerequisites are for the ordinary sequence of chemistry courses.

The Biochemistry minor will allow non-Chemistry majors to have a strong component in Biochemistry which will make them attractive candidates for graduate and professional schools in the life sciences.

The Biochemistry sequence places a greater emphasis on Biochemistry and the life sciences. Students pursuing this track will be well prepared for professional schools in the life sciences, graduate schools in biochemistry and the more traditional fields of chemistry, as well as employment in chemical, environmental or health-related fields. Note: Due to the additional lab component of the Biochemistry Option, CH 398 is recommended but not required for the B.S. or American Chemical Society certification.

CH 10 Chemistry - Sights and Insights

This course will fulfill a science requirement and has no prerequisites. Chemistry is presented via lecture and demonstration. The goal of the course is to provide the student with insights into the microscopic world of atoms and molecules in order that the macroscopic observable properties of real substances be more clearly understood. The models developed in the course will be applied to representative substances from inorganic, organic and biochemistry. *3 credits*

CH 11-12 General Inorganic Chemistry I & II

A two-semester sequential offering in which the following topics are covered: atomic and molecular weights, the mole concept, Avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometries of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and non-metals, chemistry of coordination compounds. *3 credits each*

CH 11-12 Lab for General Inorganic Chemistry and Introductory Inorganic Chemistry

This lab offers the opportunity to explore and experience the rigors of an experimental physical science. Students make and record observations on simple chemical systems while learning fundamental laboratory manipulative and measurement skills. Experiments are chosen to demonstrate and supplement concepts introduced in lecture. The first semester emphasizes the standard techniques of weighing, filtering, titrating, use of volumetric glassware, data observation and recording and synthetic techniques. The second semester integrates these techniques in experimental procedures and explores physical properties and quantitative analysis of selected chemical systems. *1 credit*

CH 17-18 Introductory Inorganic Chemistry I & II (including Lab)

This two-semester course is offered for students who are judged to have already had a particularly good introduction to chemistry in high school. Students are invited to enter the course based on their performance on an examination given during freshman orientation. The number of students in the course is limited by available lab space. The topical content of the course does not differ from CH 11-12, however, the pace, depth and order of lecture presentation will be somewhat different. The lab component of this course will be interwoven into the fabric of the lecture presentation as much as possible; often the experimental "discoveries" of students in the lab that week will serve as a point of departure in the lecture presentation. Every effort is made to develop the students' experimental acumen necessary to perform basic chemical operations and to get students to use these acquired skills to probe into chemical phenomena. 3 lectures, 1 recitation section, 1 lab. *4 credits each*

CH 32 Chemistry of the Human Body

This course, having no prerequisite, is specifically intended for the nonscientist and presents the essentials for the lay person's understanding of the chemistry of the human body: chemicals of (1) life, (2) health, (3) disease and (4) cure. The course is conducted (as a discussion seminar) using readings from Scientific American specifically selected for the participants. *3 credits*

CH 33 Chemistry of the New Nutrition

This course has no prerequisites and fulfills a science requirement. The course is based on biochemist Roger J. Williams' concept of biochemical individuality and presents nutrition from the viewpoint of the chemist: fats and carbohydrates are mainly the sources of chemical energy driving body processes; quality protein, vitamins, and minerals yield enzyme chemical structures that control body chemistries. Concepts of classical nutrition, such as minimal daily requirements of nutrients, are included but not emphasized. *3 credits*

CH 81 General Chemistry I

An introduction to the study of chemistry for nonscience majors. Fundamental principles of inorganic chemistry are discussed and applied to chemical reactions and phenomena. *3 credits*

CH 83 Survey of Chemistry

A one-semester course that presumes no previous chemistry and is intended to fulfill a science requirement. The course consists of an introduction to atomic and molecular structure and the correlation of structural models to observable phenomena. The course proceeds to present and discuss topics of both historical and current relevance to society. These topics include environmental issues, energy sources, natural products and the application of chemistry in industry and medicine. *3 credits*

CH 84 General Chemistry for Health Science

This course introduces the general principles of chemistry (matter and measurement, atomic and molecular structure, energetics, acids and bases, oxidation, and reduction) in a manner that prepares the student to relate properties of organic materials and biologically relevant substances such as carbohydrates, lipids, peptides, proteins, and nucleic acids. Approximately two-thirds of the course focuses on general principles. The remainder introduces organic and biologically relevant substances. This course is directed primarily to SON students and also satisfies a core requirement. The course for SON students requires a lab component. The lab illustrates lecture concepts and provides the student the opportunity to observe relevant physical systems. *3 credits*

CH 85 Chemistry, Energy, and the Environment

This course explores the flow of energy in modern society from the perspective of chemistry. Topics of discussion include energy sources such as hydrocarbons, biomass, hydro, solar, tidal, wind, and nuclear. What is the source of the energy? How is it harvested? What are the short- and long-term environmental consequences of using each energy source and how are they determined? The concepts of bonding, thermodynamics, kinetics and work are employed to investigate these and related questions. Economic and political forces that shape our use of energy are discussed. *3 credits*

CH 86 Chemistry and Art

This is a basic chemistry course with a strong orientation to the visual arts. There are no prerequisites and the course fulfills a core science requirement. Basic concepts include atoms, molecules, elements, compounds, the periodic table, chemical bonding and reaction, acids and bases, oxidation and reduction, and polymers. In the lab all these concepts are involved in the study of art media such as light, color, dyes, paint, metals, stone, ceramics, glass, plastics, paper, and fibers. *3 credits*

CH 202 Elements of Physical Chemistry

This course is intended for biology majors and for students preparing for secondary school science teaching. Emphasis is placed on the laws of thermodynamics, chemical equilibrium, solutions of electrolytes, electrochemical cells, and chemical kinetics. Throughout the course special emphasis is given to the physiochemical properties of living systems. (Prerequisites: CH 11-12, or CH 17-18, PS 83-84, MA 121-122, or equivalent) *3 credits*

CH 202 Lab for Physical Chemistry

Lab experiments illustrate the principles discussed in class, (i.e., thermodynamics, kinetics, chemical equilibrium). (Corequisite: CH 202 course) *1 credit*

CH 211 Organic Chemistry I

This course is an introduction to the chemistry of compounds of carbon. Common functional groups are discussed from the perspective of molecular structure. Areas of emphasis include structure and characterization, methods of preparation, characteristic physical and chemical properties and their relation to molecular structure. Stereochemical concepts and their application are introduced early in the course and used extensively throughout. (Prerequisite: CH12, or CH 18) *3 credits*

CH 212 Organic Chemistry II

A continuation of CH 211 with emphasis on the chemistry of aromatic, carbonyl, acyl, and nitrogen compounds. The chemical properties of naturally occurring substances such as carbohydrates, lipids, proteins and nucleic acids are related to those of simpler monofunctional compounds. Spectroscopic methods of structure determination are introduced early in the course and used throughout. (Prerequisite: CH 211) *3 credits*

CH 211-212 Lab for Organic Chemistry I & II

The first semester of this lab emphasizes the manipulative techniques of separation, purification, analysis and simple synthesis. The second semester emphasizes investigative experiments, more complex synthesis and qualitative organic analysis. (Corequisite: CH 211-212 lecture) *2 credits each*

CH 222 Chemical Analysis

The course provides the theoretical basis for the required laboratory. Topics covered are: statistics, chemical equilibria and their analytical applications (acid-base, oxidation-reduction, complex formation, precipitation), electroanalytical chemistry, spectroanalytical chemistry, and chemical separations. (Prerequisite: CH 12 or CH 18. Corequisite: CH 222 lab) *3 credits*

CH 222 Lab for Chemical Analysis

Students develop lab skills by analyzing unknowns using the principles and procedures taught in CH 222. (Corequisite: CH 222 lecture) *2 credits*

CH 261-262 Physical Chemistry I & II

A two-semester sequential offering for chemistry and physics majors. Topics covered include: ideal and nonideal gases, kinetic molecular theory of gases, absorption of light, molar refraction and polarization, etc., chemical thermodynamics, chemical equilibrium, solution of nonelectrolytes and electrolytes, heterogeneous equilibrium, electrochemical cells, kinetics of gasphase reactions and in solution, wave mechanics, molecular symmetry and bonding, molecular spectroscopy, the solid state, and nuclear chemistry. (Prerequisites: CH 12 or CH 18, MA 122, PS 84) *3 credits each*

CH 261L-262L Physical Chemistry Lab

The course content reflects the demonstration and verification of concepts covered in lecture courses CH 261 and CH 262. Each lab meets weekly for three hours during which time students are expected to be prepared to perform experiments with precision and care. Current technology is incorporated into each experiment and includes the use of computers in data acquisition, reduction and reporting. An extensive journal-style report format serves as the vehicle for evaluation of performance and builds upon the previous two years of chemistry lab experience. Special emphasis is placed on the value and utility of the lab journal as well as the accurate recording of observations. (Corequisite: CH 261-262) *1 credit each*

CH 321 Advanced Organic Chemistry

This course attempts to bring the student closer to research areas of organic chemistry. The major topics discussed are: a), molecular orbital theory and its applications to molecular structure and reaction mechanisms; and b), organic synthesis with emphasis on factors contributing to chemoselectivity, regioselectivity, and stereoselectivity. (Prerequisite: CH 212. Corequisite: CH 262) *3 credits*

CH 321 Lab for Advanced Organic Chemistry

The lab is project-oriented. Each student is assigned a project, usually a multistep synthesis, to work on during most of the semester. The projects chosen are such that the student uses the rudimentary separation, purification, and characterization techniques introduced in CH 211-212. A written report is required. 2 labs. (Prerequisite: CH 212) *2 credits*

CH 324 Biochemistry I

Topics include the fundamental concepts of biochemistry, such as protein structure and function, metabolism and biosynthesis, storage, transmission and expression of genetic information. (Prerequisites: CH 212 and CH 261 or CH 202 or departmental permission) *3 credits*

CH 324 Lab for Biochemistry I

Fundamental operations in biochemistry including isolation, analysis and investigation of function of selected proteins, carbohydrates, lipids and nucleic acids. *1 credit*

CH 325 Biochemistry II

Further study of biochemical systems emphasizing structure and function in macromolecules and multimolecular complexes and interactions in complex physiological systems. (Prerequisite: CH 324) *3 credits*

CH 326 Chemical Instrumentation

Chemical analysis using modern instrumentation is studied in detail. Current methods of analysis, theory of transduction, implementation of instrumental principles and physical theory of chemical systems are explored in the context of the goals of the analytical problem. Examples of applications are considered. (Prerequisite: CH 222) *3 credits*

CH 326 Instrumental Analytical Chemistry Lab

A major goal of this laboratory course is to provide the student, who has already been exposed to the theory of classical (CH 222 or CH 240) and instrumental methods of analysis (CH 326 or CH 240) with a general exposure to problem solving using a variety of physical and chemical methods. During the early portion of this course, an effort is made to consolidate the principles of analytical chemistry that students have learned in the classroom into a holistic understanding of the area of analytical chemistry; this framework is intended to give the student a further appreciation of the general considerations which must be made in designing an approach to solving a problem in analysis. Some hands-on exposure is given to the following aspects of analytical chemistry: basic electronics as appropriate to common instrumentation, methodology involved in equipment maintenance and troubleshooting, exposure to solving real world analytical problems, use of small computers and interfaces in the lab. A major emphasis of the course is devoted to oral communication of results among all lab participants. (Prerequisites: CH 222, CH 326 course)

2 credits

CH 341 Advanced Inorganic Chemistry

The chemistry of the elements is viewed from the perspective of structure and reactivity. The use of physical methods in the elucidation of structure is emphasized; selected principles of group theory (symmetry) and theoretical chemistry are incorporated into these discussions. The chemistry of transition metal ions is given considerable treatment. (Prerequisite: CH 262)

3 credits

CH 341 Lab for Advanced Inorganic Chemistry

A variety of inorganic compounds are offered for synthesis in the lab. Students prepare several compounds of their choice and perform individual projects to study the properties of these compounds. Part of the final report for each student is the presentation of a poster-assisted oral description of the results of his/her project. (Prerequisite: CH 262)

1 credit

CH 363 Advanced Topics

A detailed and advanced treatment of topics from any of the four major fields of chemistry. Topics presented in a given semester are selected according to the needs and interests of that semester's students. This course is intended for second semester senior chemistry majors. Professors are assigned according to the topics chosen. (Prerequisite: CH 341)

3 credits

CH 398 Research and Seminar

Each student electing this course, in conjunction with a faculty member, undertakes a research project. Each student is required to present two seminars: one pertaining to a literature topic and the other focused on his/her research.

1, 2 or 3 credits

CH 399 Independent Study

This course is designed for students wishing to study in a pre-specified area under the close direction of a faculty member(s). The topics addressed would not routinely be encountered in the normal course sequence. (Prerequisite: CH 262 or CH 202 or by departmental permission.)

3 credits

Program in

Classical Studies

Professors: Kelley, S.J. (*ex officio*), Rosivach (*Director*)

Lecturer: McCoy

Liaison Faculty: Schwab (*Visual and Performing Arts*), Wolfsdorf (*Philosophy*)

The Program in Classical Studies provides students with a broad background in the history and culture of classical antiquity, both as an aid to their general cultural education and to assist them in their own major fields. Courses are offered in Latin and Greek, and in English translation.

The Program in Classical Studies offers two minors:

- a. The B.A. with Classics, consisting of four courses each in Latin and Greek, for students wishing to focus on the ancient languages;
- b. The broader Minor in Classical Studies, consisting of five or more courses drawn from the Program's offerings and from related courses in other departments, including:

Art History:

AH 110 The Ancient Near East, Egypt and the Aegean Bronze Age

AH 111 Greek Art and Archaeology

AH 112 Etruscan and Roman Art and Archaeology

AH 210 Myth in Classical Art

English:

EN/W 209 History of Rhetoric

Philosophy:

PH 208 Roman Thought and Society

PH 236 Plato

PH 237 Aristotle

Appropriate courses used for the Minor in Classical Studies may also be used simultaneously to fulfill the core requirements in History, Philosophy, Arts, English Literature and Foreign Language.

The program also makes available as a general service to the University courses in both English and the original languages for those interested in various specific aspects of classical antiquity.

Classical Civilization

CL 103 Masterpieces of Greek Literature in English Translation

A survey of major works of ancient Greek literature. Emphasis is on the content of this literature as a key to understanding classical Greek civilization, and as meaningful in a contemporary context. *3 credits*

CL 104 Masterpieces of Roman Literature in English Translation

A survey of major works of Roman Literature of the Republic and early Empire. Emphasis is on the content of this literature as a key to understanding Roman civilization, and as meaningful in a contemporary context. *3 credits*

CL 103 - CL 104 may be taken to fulfill the core requirement in English literature.

CL 115 Greek Civilization

A study of the Greek experience, of the social and cultural values, political institutions and economic structures of the ancient Greeks and their effect on the historical process in the period down to the death of Alexander. (Knowledge of Greek is not required.) *3 credits*

CL 116 Roman Civilization

Roman civilization spanned over 1000 years of history and culture, and influenced western society in profound ways. In this course we trace Rome's development from a small local tribe to a world power. We see how she expanded and conquered the Mediterranean, and absorbed into her culture aspects of the peoples she defeated. We look at the many features of Roman society that defined Roman life and culture. Finally, we consider the factors that led to Rome's decline and transition to the medieval and Byzantine worlds. (Knowledge of Latin is not required.) *3 credits*

CL 115 - CL 116 may be taken to fulfill the core requirement in history.

CL 121 Myth in Classical Literature

An introduction to Classical mythology through an examination of the diverse ways in which myth and legend are treated in the literatures of ancient Greece and Rome. Texts are read in English translation; knowledge of Greek or Latin is not required. This course may be taken to fulfill the core requirement in English literature. *3 credits*

CL 131 Athenian Democracy

A detailed examination of the world's first democracy, that of Athens in the fifth and fourth centuries BC: its origins, its historical context, how it functioned, its underlying ideology, the criticisms its opponents lodged against it, and its similarities to and differences from contemporary American democracy. *3 credits*

CL 132 The Roman Revolution

A comprehensive study of the political, social, artistic, literary and military transformation of Rome from the middle of the second century BC through the reign of Augustus. Special attention is given to Rome's response to the cultural and governmental challenges imposed by her growing empire and how her responses forever changed the course of Western civilization. *3 credits*

CL 141 Archaeological Excavation Field Work

This is an intensive hands-on experience in field excavation methods and techniques at a previously approved Mediterranean site. *3 credits*

CL 399 Capstone Project in Classics

Students who are completing an Individually Designed Major in the area of Classical Studies develop and carry out a major project which allows them to pull together the multiple threads of their interdisciplinary major. (Prerequisites: at least seven courses in the Individually Designed Major) *3 credits*

Greek

GR 11 Elementary Attic Greek

Grammar of Attic Greek; readings in easier authors to develop a practical reading knowledge of ancient Greek. *3 credits*

GR 101-102 Intermediate Greek Readings

Intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature. (Prerequisites: GR 11 or equivalent) *6 credits*

May be taken to fulfill the core requirement in foreign languages.

GR 325-326 Advanced Greek Readings

Extensive readings of selected works of ancient Greek literature. (Prerequisite GR 101-102) *6 credits*

Latin

LA 11 Basic Latin

Intensive study of Latin grammar. Students who complete this course normally continue in LA101-102. *4 credits*

LA 101-102 Readings in Latin Prose & Poetry

For students with a background of high school Latin or its equivalent, this course attempts to fill out that background by extensive readings in the principal authors and genres not read in high school. *6 credits*

May be taken to fulfill the core requirement in foreign languages.

LA 321-322 Latin Poetry

Extensive readings of selected authors of Latin poetry. (Prerequisite: LA 101-102) *3 credits*

LA 323-324 Latin Prose

Extensive readings of selected Latin prose authors. (Prerequisite: LA 101-102) *3 credits*

Department of Communication

Professor: J. Keenan

Associate Professor: R. Crabtree (*Chair*)

Assistant Professors: M. Andrejevic, J. Nedela (*emeritus*), M.S. Ryan, M. Wills

Lecturers: M. Johnson, M. Matthias, J. Scher Smith

The focus of communication study at Fairfield University is the description and analysis of how human beings acquire, process, and use information in a variety of contexts. As one aspect of a liberal education, undergraduate work in communication at Fairfield helps the student to:

- Become more aware of factors that influence and are influenced by human communication behavior;
- Develop intellectually by providing a basis from which to analyze, synthesize, and critically evaluate messages from varied sources, including the media;
- Learn techniques and strategies to propose policies, advocate positions, and persuasively express himself or herself in various settings.

The Major

Major Requirements

To earn a degree in Communication, students follow a program of study designed to develop both **breadth** and **depth** of knowledge about human communication processes in a variety of contexts. The Communication major consists of 10 three-credit courses, some specified by the department, others selected from approved lists by the students based upon their own interests and objectives. Specifically, to ensure breadth of knowledge, ALL Communication majors must complete a **set of five (3-credit) required courses** known as the **"Communication Core"** (described below). In addition, with the aid and direction of the Communication faculty, students select **one of three academic "concentrations"** for *in-depth study* to complete the major: **Organizational Communication, Media Studies, or Communication and the Human Condition**. The requirements of each **"Area of Concentrated Study"** are outlined following the description of the "Communication Core."



Communication Core - 15 credits required for ALL Communication majors:

(Courses in parentheses are prerequisites.)

CO 100	Human Communication Theories
CO 101	Argument and Advocacy
CO 200	Interpersonal Communication Theories (CO 100, CO 101)
CO 230	Mass Media & Society (CO 100, CO 101)
CO 309	Research Projects in Communication: The Capstone (Seniors only)

Areas of Concentrated Study - select one of three to complete major requirements:

Area I	Organizational Communication (at least 15 credits required)
or	
Area II	Media Studies (at least 15 credits required)
or	
Area III	Communication and the Human Condition (at least 15 credits required)

Students complete at least five three-credit courses in one of the three "areas of concentrated study." Students select at least two courses (6 credits) from a list of specified courses in Communication and within each "area," and then students may select the remaining three required courses (9 credits) from approved lists based upon their own interests and objectives.

The approved lists are published in the regularly updated *Department of Communication Handbook*, available from the Communication faculty advisors. There are many courses drawn from the various departments and programs at Fairfield University listed, as well as numerous Communication courses. Student should

select courses in consultation with their Communication faculty advisors. **None of the selected required courses within an “area of concentrated study” will double-count for credit in the University’s General Education Core Curriculum.**

However, students should recognize that their selected courses may fulfill some requirements for related minors, and they should consider completing the related minors, as well. Those academic minors that are strongly recommended by the Communication faculty are named in the sections describing each “Area of Concentrated Study” below. Students must realize that the Department of Communication cannot control the frequency with which other departments within the University offer particular courses, including those related to the study of **Organizational Communication, Media Studies, and Communication and the Human Condition.**

Notes about the “Communication Core”

1. CO 100 and CO 101 are the foundational courses in the Communication major. Students should plan to take both CO 100 and CO 101 during the same semester, preferably during their sophomore year of studies. CO 100 and CO 101 are the prerequisites to all 200-level and 300-level Communication courses.
2. Students should plan to enroll in CO 200 and CO 230 after successful completion of the foundational courses - preferably during the sophomore or junior year. CO 200 and CO 230 need not be taken during the same semester.
3. Students should declare their “Area of Concentrated Study” - *Organizational Communication, Media Studies, or Communication and the Human Condition* - no later than one semester after successful completion of CO 100 and CO 101. Communication faculty advisors will assist students’ efforts to create academic programs that best suit their intellectual interests and career objectives.
4. Students will complete CO 309 - the required capstone course - during the their senior year of studies.

Independent Study and Internship Policies

The Department of Communication offers credit for independent study - CO 396 (fall) and CO 397 (spring) - to highly self-motivated Communication majors in their junior or senior year of studies. Interested students must discuss and document their independent study proposal with a member of the Communication faculty before registering for credit. As a recommended elective course, CO 396-397: Independent Study does **not** satisfy any requirements in the Communication major (or minor), but counts towards graduation.

The Department of Communication also sponsors an active internship program for qualified (3.0 overall GPA) junior and senior majors. Students may earn no more than six (6) internship credits total at Fairfield University. The internship courses - CO 398 (fall) and CO 399 (spring) - are recommended electives that do not satisfy requirements in any of the “Areas of Concentrated Study” within the Communication major, but do count towards graduation. Interested students majoring in Communication must complete the departmental Internship Application Forms before registering for CO 398 or CO 399.

AREA I: ORGANIZATIONAL COMMUNICATION

(at least 15 credits)

Organizational Communication involves the critical analysis of the forms, functions, and effects of communication within business and professional settings. Career opportunities for organizational communication include human resources, consulting, and public relations.

Required Courses in Communication

Communication majors who select to concentrate their studies in Organizational Communication must complete a minimum of five (3-credit) courses including:

CO 220 Introduction to Organizational Communication (required) (CO 200)

AND at least one more from the following courses offered by the Department of Communication

CO 320 Communication Management: Training and Consulting (CO 220)
 CO 321 Communication Processes in Organizations: Negotiation (CO 220)
 CO 329* Special Topics in Organizational Communication (CO 220)

*Courses currently under development.

Elective Courses

In addition to the two required Communication courses, students must complete a minimum of three other (3-credit) courses related to their area of concentrated study. Lists of approved courses will be published in the Department of Communication Handbook, available from the Communication faculty advisors. Sample courses include CO 201 Persuasion, CO 202 Group Communication, CO 340 Intercultural Communication, as well as relevant selections from the departments of Management, Marketing, Applied Ethics, Economics, English/Writing, Psychology, and Sociology. None of the elective courses will double-count for credit in the University’s General Education Core Curriculum.

Area I and Related Minors

Communication majors who concentrate their studies in Organizational Communication are strongly encouraged to complete an academic minor in English (professional writing concentration, Management, Marketing, International Studies, or International Business, for example. Those students who plan to complete a minor should choose their elective courses for their major wisely, realizing that courses selected for the major may “double-count” for some minor. Again, however, students must recognize that (a) the Department of Communication cannot control the course offerings of any other academic department/program within the University, and (b) an academic minor need not be completed to graduate.

AREA II: MEDIA STUDIES

(at least 15 credits)

Media Studies involves examination of the creation, perpetuation and reception of meaning through mass media and new communication technologies. Career opportunities for media studies include journalism, media production, and advertising.

Required Courses in Communication

Communication majors who select to concentrate their studies in Media Studies must complete a minimum of five (3-credit) courses including at least two from the following list of courses offered by the Department of Communication (at least one should be at the 300 level):

- CO 231 History of Mass Communication (CO 230)
- CO 236 Women and Mass Media (CO 230)
- CO 335 Globalization, Media and Culture (CO 230)
- CO 342 Technoculture and Information Society (CO 230)
- CO 339* Special Topics in Media Studies (CO 230)

*Courses currently under development.

Elective Courses

In addition to the two required Communication courses, students must complete a minimum of three other (3-credit) courses related to their area of concentrated study

Lists of approved courses will be published in the *Department of Communication Handbook*, available from the Communication faculty advisors. *Sample courses* include CO 201 Persuasion, CO 341 International Communication, as well as relevant selections from the departments of Applied Ethics, English/Writing, Marketing, Politics, Sociology, and Visual and Performing Arts (New Media/Radio/TV/Film). *None of the elective courses will double-count for*

credit in the University's General Education Core Curriculum.

Area II and Related Minors

Communication majors who concentrate their coursework in Media Studies are strongly encouraged to complete an academic minor in English (journalism concentration), New Media/Radio/Television/Film, or Politics, for example. Those students who plan to complete a minor should choose their elective courses for their major wisely, realizing that courses selected for the major may “double-count” for some minors. Again, however, students must recognize that (a) the Department of Communication cannot control the course offerings of any other academic department/program within the University, and (b) an academic minor need not be completed to graduate.

AREA III: COMMUNICATION AND THE HUMAN CONDITION

(at least 15 credits)

Communication and the Human Condition involves the critical examination of the role of communication in creating, sustaining, and transforming the human condition - past, present, and future. Career opportunities include education, social advocacy, counseling, and human services.

Required Courses in Communication

Communication majors who select to concentrate their studies in Communication and the Human Condition must complete a minimum of five (3-credit) courses including at least two from the following courses offered by the Department of Communication:

- CO 201 Persuasion (CO 101)
- CO 340 Intercultural Communication (CO 200)
- CO 349 Special Topics: Constructing Social Identities (CO 200)

Elective Courses

In addition to the two required Communication courses, students must complete a minimum of three other (3-credit) courses related to their area of concentrated study.

Lists of approved courses will be published in the *Department of Communication Handbook*, available from the Communication faculty advisors. *Sample courses* include CO 202 Group Communication, CO 341 International Communication, CO 335 Globalization, Media and Culture, as well as relevant selections from the departments of TV Talk Shows & Civil Discourse; Communication Consultation; Public Opinion & Polling; and selections from Anthropology, Applied Ethics, Economics, History, Information Systems, International Studies, Peace & Justice Studies, Politics, and Sociology. *None of the elective courses will double-count for credit in the University's General Education Core Curriculum.*

Area III and Related Minors

Communication majors who concentrate their course-work in Communication and the Human Condition are strongly encouraged to complete an academic minor in *Environmental Studies*, *Legal Studies*, *Peace & Justice Studies*, *Psychology*, *Sociology/Anthropology*, or *Women's Studies*, for example. Those students who plan to complete a minor should choose their elective courses for their major wisely, realizing that courses selected for the major may "double-count" for some minor. Again, however, students must recognize that (a) the Department of Communication cannot control the course offerings of any other academic department/program within the University, and (b) an academic minor need not be completed to graduate.

Note about Required Courses in Communication: In some cases, with advisor or chair approval, students may take 200 level Communication courses concurrently, even if one is listed as a pre-requisite.

Minor in Communication

ALL Communication minors are required to complete the following five three-credit courses (Courses in parentheses are prerequisites) (15 credits required):

CO 100	Human Communication Theories
CO 101	Argument and Advocacy
CO 200	Interpersonal Communication Theories (CO 100, 101)
CO 230	Mass Media and Society (CO 100, CO 101)

Plus, any 300-level course offered by the Department of Communication, excluding CO 396/397 Independent Study and CO 398/399 Internship.

CO 100 and CO 101 are foundational courses, and to continue as a Communication minor, a student must earn a "B or better" in both courses. The Communication faculty recommends that students take CO 100 and CO 101 during the same semester. These two courses are the prerequisites to all 200-level and 300-level Communication courses. Communication minors may not enroll in CO 396/397 or CO 398/399. Because of the large number of Communication majors at Fairfield University who have priority for registration in all CO courses, the Department of Communication cannot guarantee that Communication minors will be able to register for CO courses. We remind students that an academic minor need not be completed to graduate.

Course Descriptions

CO 100 Human Communication Theories

This course is an introduction to major theoretical perspectives that inform communication scholarship. As the foundational course for the major, emphasis is placed on understanding human communication as a symbolic process that creates, maintains, and alters personal, social, and cultural identities. Students critique research literature in the communication field. This course is a prerequisite for all 200 and 300 level Communication courses. 3 credits

CO 101 Argument and Advocacy (Presentational Speaking)

An introduction to public speaking and the advocacy process, this course includes topic identification; methods of organization, research, selection and arrangement of support materials; audience analysis and adaptation; patterns and fallacies of reasoning; uses of evidence; logical proof; and refutation. Students practice and critique informative and persuasive presentations. This course is a prerequisite for all 200 and 300 level Communication courses. 3 credits

CO 200 Interpersonal Communication Theories

An examination of one-to-one relationships from a variety of theoretical perspectives, this course focuses on the centrality of communication in building familial bonds, friendships, and work teams. Factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status and gender roles are studied. (Prerequisites: CO 100, CO 101) 3 credits

CO 201 Persuasion

This course develops students' understanding of the major theoretical approaches to the study of persuasion as a particular type of social influence. Specific attention is given to the processes of interpersonal influence and the media's role in changing social attitudes. (Prerequisites: CO 100, CO 101) 3 credits

CO 202 Group Communication

This course is designed to study the basic characteristics and consequences of small group communication processes in various contexts, including family, education, and work groups. Interaction analysis and teambuilding are stressed. Because this course involves examining small groups in process, students will do a substantial amount of work in groups. (Prerequisites: CO 200) 3 credits

CO 220 Introduction to Organizational Communication

Taking an historical and communication-centered approach to understanding how business and professional organizations function, this course involves the analysis of upward, downward, and lateral communication; communication channels and networks; power and critical theory; organizations as cultures; internal and external public communication, and leadership. The class takes a Case Study approach. (Prerequisite: CO 200) 3 credits

CO 230 Mass Media and Society

The course concentrates on the impact and influence of mass media. Issues studied include media and violence; privacy and the Internet; children and television; popular magazines and body image; news and public opinion; and celebrity culture. Students engage in analyses of current media texts based on mass communication theory. (Prerequisites: CO 100, CO 101) *3 credits*

CO 231 History of Mass Communication

The course examines the historical developments of communication practices in oral, print, and electronic media. An historical overview of the development of mass media within the United States serves as the primary focus for exploring how communication systems affect personal and social identity. (Prerequisites: CO 230) *3 credits*

CO 236 Women and Mass Media

This course is designed to enable students to examine the relationship between the representation of women and the development of personal and social identity. Issues of gender and reception, cultivating consumerism, body image, and developing relevant new images are explored through theoretical readings as well as the analysis of various media, including television, film, magazines, and advertisements. Additional attention is given to alternative media systems. (Prerequisites: CO 230) *3 credits*

CO 309 Research Projects in Communication: The Capstone

This course provides students with an opportunity to demonstrate their expertise as communication scholars through discussion and evaluation of contemporary research in communication. The course involves examination of qualitative and quantitative methodologies in understanding the research design process. As members of research teams, students design and conduct research projects related to their areas of concentrated study. "Capstone" course for the major. (Prerequisites: CO 100, 101, 200, 230, at least one advanced course in student's area of concentrated study, and senior status) *3 credits*

CO 320 Communication Management: Training and Consulting

This course examines selected aspects of the practice, resources and issues surrounding communication training and development. Course focuses on the techniques and strategies used by business and professional communication trainers, internal and external consultants, to assess and diagnose communication problems as part of an overall process of organizational growth and change. Various research methodologies in communication are examined (e.g., interviewing and the Communication Audit) as diagnostic tools. (Prerequisites: CO 220, junior or senior status) *3 credits*

CO 321 Communication Processes in Organizations: Negotiation

The general objective of this course is to review and explore, through simulation and experiential learning, negotiation as a communication process in and among organizations. The course focuses on core concepts and approaches to negotiation and exercises the negotiative process in a contemporary context. The course is open to majors and minors in Communication and in other disciplines related to the study of humans and their organizations in the world of work. Each participant carries out individual as well as team work and con-

tributes on-time and proportionately to the team preparations and class simulations. (Prerequisites: CO 220 and junior or senior status) *3 credits*

CO 329 Special Topics in Organizational Communication

This course is in development to provide a framework for the in-depth exploration of organizational communication theories, practices, or contemporary issues.

CO 335 Globalization, Media, and Culture

Globalization is a complex and transformative process that influences our lives at every level. Globalization has produced the increased flow of goods, capital, people, knowledge, images, crime, pollutants, drugs, fashion, viruses, and beliefs across territorial and ideological boundaries of all kinds. This course will focus on the role of communication media (e.g., radio, television, film, computers) in the processes of globalization and examine the impact of globalization on cultural representations, cultural identity, and international relations. (Prerequisites: CO 230 and junior or senior status) *3 credits*

CO 339 Special Topics in Media Studies

This course is in development to provide a framework for the in-depth exploration of media-related theories, practices, programming, or effects.

CO 340 Intercultural Communication

This course deals with challenges to communication between people of different cultural backgrounds. Emphasis is on the ways communication practices reveal cultural values, and the role of communication in creating and sustaining cultural identities. Discussion is included about how differences in value orientation, perception, thought patterns and nonverbal behavior can cause misunderstanding, tension and conflict in business, education, and health care settings. (Prerequisite: CO 200) *3 credits*

CO 341 International Communication

The course examines how nations communicate with each other and what factors affect the international communication process. It deals with ways messages and symbolic gestures are exchanged through diplomacy, conferences, international organizations and mass media. Special emphasis is on the role of press and broadcast media in international life and the effects of the end of the Cold War on the flow of information. (Prerequisites: CO 230 or 340 and junior or senior status) *3 credits*

CO 342 Technoculture and Information Society

Claims about "new" media, "new" technology, and their role in the "new" economy abound. In this course, these "new" forces will be debated including perspectives such as technophobia, Luddism, technophilia, and resigned technological determinism, as grounded within both communication history and theory. The goal of this class is not just to explore the ongoing popular discourse surrounding the emergence of new media, but to think about it in new and different ways, to put it in historical perspective, and ultimately, to evaluate the claims with which we are inundated. (Prerequisites: CO 230 and junior or senior status) *3 credits*

CO 349 Special Topics: Constructing Social Identities

This course focuses on a specific context where social identities are negotiated through particular discursive practices. Emphasis is placed on the verbal and nonverbal communication behaviors that are appropriate in this context, and through which people constitute and perform their identities. Topics may include examinations of symbolic practices and communication norms in families, self-help groups, TV talk shows, cyber communities, social movements, genders/sexualities, etc., using approaches such as symbolic convergence theory, social constructivism, ethnography of communication, and conversational analysis. Students may take this course up to two times with difference subtitles. (Prerequisites: CO 200, CO 240 or instructor approval, and junior or senior status).

3 credits

CO 396-397 Independent Study

The purpose of independent study in Communication is to offer students an opportunity to thoroughly investigate communication concepts, theories, or issues presented in a previously completed Communication course. An independent study does not substitute for any other required course(s) in the Communication program. These investigations must be scholarly in intent. An independent study may be taken only twice. (Prerequisites: junior or senior status, and a Communication faculty member's sponsorship; CO 396 fall, CO 397 spring)

3 credits each, 6 credit limit

CO 398-399 Internship

The primary goals of Communication internship are: (1) to acquire first hand knowledge about the field of work; (2) to experience new professional activities and relationships; (3) to apply conceptual knowledge and skills in communication in the work environment; and (4) to experience the problems and successes of efficiently and effectively communicating within a complex organization. An internship may not substitute for any other required course(s) in the Communication program. Students may take an internship for credit only twice. (Prerequisites: 3.0 overall G.P.A., junior or senior status; CO 396 fall, CO 397 spring)

3 credits each, 6 credit limit

Major in

Computer Science

Professor: G. Lang

Associate Professors: Spoerri, O'Neill

Assistant Professor: King (*Director*)

The major in computer science, which is offered through the Department of Mathematics and Computer Science, has the following goals:

1. To give the broad-based scientific and theoretical training needed as a foundation for a rewarding and successful career in computer science. This includes fundamental conceptual material that transcends current technology and extensive exposure to the best of current practice;
2. To foster the discipline and orderly thinking that is used by computer scientists to reach insightful and logical understandings;
3. To develop the oral and writing skills needed to exchange ideas with colleagues, specialists in other fields, and the general public, and
4. To acquaint the student with the social and ethical implications of computer technology.

The Department also offers a major in mathematics with a concentration in computer science. See the description of this program under the mathematics major. The Computer Science faculty members are listed under the Department of Mathematics and Computer Science.

Minor in Computer Science: The minor in computer science consists of CS 131-132, CS 221, CS 232, and either CS 331 or CS 351. Some substitutions may be made with permission from the director of the program.

Prerequisites for a course include not only the listed courses, but also the prerequisites for those listed courses. Computer science electives must be on the 300 level or higher.

Majors in Computer Science must complete CS 353 Principles of Compiler Design as their capstone course, typically during their first semester of senior year.

Although physics is the usual science taken by majors in Computer Science, a different laboratory science may be substituted with permission of the Chair.

The mathematics requirement consists of MA 171, 172, 231 and either MA 235 or MA 217.

The intern program provides computer science majors an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships could be in any one of a number of areas such as software applications and hardware applications. Internships may be for one or two semesters. The intern is expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a computer science elective to fulfill the requirement for a major in computer science.

Evening courses and courses offered through Fairfield University's BEI School of Engineering may not be used toward the computer science major without the written permission of the director of the computer science program.

Bachelor of Science

(Major in Computer Science)

	Credits	
	Fall	Spring
First Year		
Computer Science (CS 131-132)	3	3
Mathematics (MA 171-172)	4	4
Core	9	9
Sophomore Year		
Computer Science (CS 221, CS 232)	3	3
Mathematics (MA 231)		3
Elective or MA 235		3
Core	9	9
Junior Year		
Computer Science (CS 343, CS 342)	3	3
Computer Science (CS 354)		3
Elective or MA 217		3
Electives	3	3
Core (includes Science)	7	7
Senior Year		
Computer Science (CS 353)		3
Computer Science Electives	3	6
Electives	6	6
Core	3	3

CS 15 Introduction to Computer Science

Components of a computer system; problem solving through stepwise refinement in the context of a structured programming language; use of existing microcomputer tools including word processing, integrated spreadsheets, file and database systems, and other packages for managing information for both academic and career usages; technical information needed for the informed analysis of the philosophical, cultural, and ethical questions arising from this advancing field. 3 credits

CS 111 Computer Programming I (Visual BASIC)

Overview of computer organization and hardware. An introduction to the science and theory of programming: top-down structured program design; problem specification and abstraction; algorithms, data structures, documentation, debugging, testing, maintenance. Engineering applications in a high-level programming language (Visual BASIC) including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface. May not be used toward a Computer Science major or minor. 3 credits

CS 131 Computer Programming I

Overview of computer organization and hardware. An introduction to the science and theory of object-oriented programming: top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance. Programming applications in a high-level language, currently Java, including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface. 3 credits

CS 132 Computer Programming II

A continuation of Computer Programming I. Additional topics in the science and theory of programming: modular design, recursion, program verification, robustness, portability. Programming applications in a high-level language including records, sets, files, class design, inheritance, and polymorphism. Introduction to data structures including stacks, linked lists, searching, and sorting. Ethical and social issues in computing. Continued emphasis on communication skills. (Prerequisite: CS 131) 3 credits

CS 133 Introduction to C Programming

This course focuses on the use of the C language in top-down structured program design. Topics include: C data types, functions and file I/O. There is an introduction to software engineering as applied to a project such as a database management system. 3 credits

CS 134 Java Programming

This course is an introduction to object-oriented programming using the Java programming language. In the first part of the course, Java applets are used to build graphics tools and introduce object-oriented design methods. In the second part of the course, Java applications are used to build a complete graphics interface and illustrate the OOP concepts of polymorphism and inheritance. 3 credits

CS 221 Computer Organization and Assembler

Introduction to hardware organization of computers through assembler languages. General principles of assembly language: data representations and conversion, addressing, procedures, macros, file I/O. General hardware organization concepts including registers, fetch-execute cycle, timing. A specific computer organization and assembly language is taught. Others are surveyed and contrasted. (Prerequisite: CS 132) *3 credits*

CS 231 Discrete Mathematics

See description under course title, MA 231.

CS 232 Data Structures

A study of data structures and their related algorithms. The data structures include stacks, lists, linked lists, trees, garbage collection, reachability, minimal path. (Prerequisites: CS 132, MA 231) *3 credits*

CS 233 Introduction to C++ Programming

This course is an introduction to object-oriented programming (OOP) using the C++ programming language. The first part of the course introduces C++ extensions to the C language such as stream I/O, classes, and operator overloading. The second part of the course involves the design of a graphics interface and illustrate the OOP concepts of inheritance, object constructors/destructors, and message passing. (Prerequisite: CS 133) *3 credits*

CS 301 Computer Graphics

Programming and data structures for graphics; transformation techniques including rotation, translation, scaling and projection; visualization techniques, and the hidden line/surface problem. (Prerequisites: CS 232, MA 235) *3 credits*

CS 321 Data Communications

Methods for transmission through physical media. Frequency Shift Keying, Amplitude and Phase Encoding, Quadratic Encoding. Error detection and control. Multiplexers and Concentrators. Polynomial Checksums. Open Systems Interface and communications protocols. Sliding window and stop-and-wait protocols. Radio and satellite communications. ISDN (Integrated Services Digital Network) and fiber optical communications. Shannon and Nyquist theorems. (Prerequisite: CS 232) *3 credits*

CS 322 Computer Architecture

Theory of logic design: gates, timing diagrams, truth tables, design of basic arithmetics operations, control mechanisms. The general properties of major hardware components (CPU, ALU, memory, I/O devices) and communication between them (buses, interrupts). Survey of actual computer systems. (Prerequisite: CS 221) *3 credits*

CS 324 Microprocessors

The first part of the course is a review of conventional logic design using MSI building blocks: multiplexers, decoders, comparators, ALUs, registers and Memory. The second part of the course covers three alternatives to conventional basic design: multiplexers (one-hot method), microprogramming, and microprocessors. These methods are applied to several small projects, such as a serial-parallel converter, an accumulating adder, and a combination lock. At the end of the course students design a small computer as their final project. (Prerequisite: CS 221) *3 credits*

CS 331 Operating Systems I

A theoretical study of the major system utilities of a general purpose computer: editors, assemblers, interpreters, linkers, loaders, compilers. An introduction to the principles of operating systems for a general purpose computer: command language, access and privacy, management of processes, memory, and I/O devices. (Prerequisites: CS 221, CS 232) *3 credits*

CS 332 Operating Systems II

Theoretical study of operating system principles including virtual memory, concurrent processing. Application to the development of a simple operating system. Introduction to computer system performance. (Prerequisite: CS 331) *3 credits*

CS 342 Theory of Computation

Finite state machines, push-down automata, Turing machines and recursive functions. Mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars. Decidable vs. undecidable problems. Introduction to algorithm analysis. Also listed as MA 342. (Prerequisite: CS 231) *3 credits*

CS 343 Analysis of Algorithms

Algorithm complexity measures. Determination of upper bounds and mean performance of algorithms. Determination of lower bounds for problems. NP completeness. Probabilistic algorithms. (Prerequisite: CS 232) *3 credits*

CS 351 Data Base Management System Design

Methods for designing and implementing information storage and retrieval systems. Includes specification of information systems, search strategies, index methods, data compression, security, query languages, relational techniques, and performance analysis. A survey of interesting existing data base systems. (Prerequisite: CS 232) *3 credits*

CS 352 Software Design

Scientific design approach to computer software development. Problem specification. Top-down design. Structured programming. Testing, reliability, error control, and performance analysis. Human-computer interface considerations. (Prerequisite: CS 331) *3 credits*

CS 353 Principles of Compiler Design

Use of language theory and automata theory in the design of compilers. Study of symbol table organization, lexical analysis, syntax analysis, and code generation. Code generation versus interpretation. Survey of storage management, optimization, and error handling. Application to the development of a significant part of a compiler. This is the required capstone course for all majors in Computer Science. (Prerequisites: CS 221, CS 232, and CS 342) *3 credits*

CS 354 Theory of Programming Languages

The design of programming languages; organization, control structures, data structures. The run time behavior of programs. Formal specification and analysis of programming languages. A comparative survey of several significantly different languages. (Prerequisite: CS 232) *3 credits*

CS 355 Artificial Intelligence

Computer implementation of processes of thought; knowledge representation, games, theorem proving, scene analysis, natural language processing, automatic programming. Major AI systems, heuristics, and languages. (Prerequisite: CS 232) *3 credits*

CS 356 Science of Programming

The application of logic to the development of computer programs and proofs of the correctness of computer programs. The course aims at a balance between formality and common sense. (Prerequisite: CS 342) *3 credits*

CS 377 Numerical Analysis

See description under course title, MA 377.

CS 391-392 Computer Science Seminar

Designed to cover topics not in the curriculum. Participation is by invitation only and students may be expected to prepare topics under faculty direction. *3 credits*

CS 397-398 Internship in Computer Science

The internship program provides the senior computer science major with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements from which to choose, including computer software and hardware applications and numerical methods. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty advisor. The number of credits varies and interns may register for a summer session, and/or one or two semesters for an overall maximum of 6 credits. In addition, a student's internship must satisfy the requirements outlined in the University Internship Policy, which is available from the Career Planning Center. (Prerequisites: Senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.) *1-3 credits*

CS 399 Independent Study in Computer Science

The independent study provides students with the opportunity to study areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students have an opportunity to learn an area in Computer Science through reading and research. While the study may focus on a software or hardware project, it must include study of text material comparable to other upper division elective courses.

Students must apply to a professor under whose direction they wish to study and have the approval of the Department Chair. This course may not replace a Computer Science elective to fulfill the requirements for the major. *3 credits*

**Department of
Economics**

Professors: Buss, Deak

Associate Professors: Lane (Chair), LeClair,
L. Miners, Nantz

Assistant Professors: Franceschi, Kelly, C. Miners

The curriculum of the Department of Economics is a blend of basic economic concepts and their application to contemporary issues. Courses are designed to develop the student's reasoning capacity and analytical ability. By focusing on areas of application, students are challenged to use economic principles in stimulating their powers of interpretation, synthesis, and understanding. Through the Department's individual counseling efforts, majors are encouraged to tailor the course of study to their career and personal enrichment goals. A major in economics prepares the student for graduate or professional schools. It also provides a good background for the business world while maintaining the objectives of a liberal education.

Major Requirements

The economics major is designed so that students can build on a base of concepts as they work through the problem. Courses at the 100-level have no prerequisites; courses at the 200-level have EC 11 and/or EC 12 as prerequisites; and courses at the 300-level have 200-level prerequisites. Economics majors are urged to take Introduction to Calculus (MA19) or Applied Calculus I-II (MA 121 & 122) to fulfill their core mathematics requirement. Students interested in the bachelor of science degree should take Applied Calculus I-II.

B.A. Degree

The bachelor of arts degree is designed to prepare students for a wide range of practical applications of economic theory. Students who plan to enter the job market in business or government, or who plan graduate studies in business or law, are perfect candidates for the program. Its focus is on policy analysis and business applications. Requirements include Introduction to Micro- and Macroeconomics (EC 11 and 12) and Intermediate Micro- and Macroeconomics (EC 204 and 205). The other 18 credits can be chosen from department offerings. No more than three 100-level courses may be counted toward fulfilling the requirements of the major.

B.S. Degree

The bachelor of science degree is designed to prepare students for more quantitative applications of economic theory as practiced in actuarial work, economic research, or graduate studies in economics. The emphasis in this program is on strong quantitative skills and statistical analysis. Students who complete this degree are urged to couple it with a minor in mathematics. Requirements include Introduction to Micro- and Macroeconomics (EC 11 and 12), Intermediate Micro- and Macroeconomics (EC 204 and 205), Intermediate Micro- and Macroeconomics Labs (EC 204L and 205L), Economic Statistics (EC 278), Economic Statistics Lab (EC 278L), Mathematical Economics (EC 290), and Econometrics (EC 380). A grade of C or better is necessary in the required courses for the bachelor of science degree. The other 9 credits can be chosen from department offerings. No more than two 100-level courses may be counted toward fulfilling the requirements of the major.

A **minor** in economics consists of five courses (15 credits). The student must pass both introductory economics courses (EC 11 and EC 12). No more than one 100-level economics course may be counted toward the minor.

EC 11 Introduction to Microeconomics

Analysis of the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. Includes a discussion of how markets function to establish prices through supply and demand, how resource costs influence firm supply and how variations in the level of competition affect the efficiency of resource use. Topic areas include antitrust policy, the distribution of income, the role of government, environmental problems. Computer applications. *3 credits*

EC 12 Introduction to Macroeconomics

In this introductory course, a model of the aggregate economy is developed to determine the level of output, income, prices, and unemployment in an economy. The international sector is incorporated into the model reflecting the importance of international trade in today's economy. The role of fiscal and monetary policy in economic outcomes is examined and evaluated. Computer applications. EC 12 may be taken prior to EC 11. *3 credits*

EC 112 Economic Aspects of Current Social Problems

A policy-oriented approach is used to study contemporary economic issues. Topics covered include: government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the limits to growth controversy, pollution, energy, regulation. No prerequisite. *3 credits*

EC 114 The Economics of Race, Class and Gender in the American Workplace

Why do some people in the United States earn millions of dollars per year while others live in poverty? This course examines the impact of race, class, and gender differences on decisions made in households and in the workplace. It begins with an in-depth analysis of labor supply decisions and households' responsibilities. This is followed by an examination of labor demand decisions and wage-rate determination. Applications of the theoretical predictions are reviewed as they relate to important public policy issues, such as childcare and eldercare, social security, pay equity, the glass ceiling, affirmative action, sexual harassment and poverty. No prerequisite. *3 credits*

EC 120 Environmental Economics

This course gives an overview of the theory and empirical practice of economic analysis as it applies to environmental issues. First, it establishes a relationship between the environment and economics. Then it develops the concept of externalities (or "market failures") and the importance of property rights. Next it explores the valuation of non-market goods. Of most current interest, it examines the practice of benefit-cost analysis. Finally, it offers economic solutions to market failures, while highlighting pollution control practices, especially those based on incentives. Throughout, the course examines current issues regarding environmental protection around the globe. No prerequisite. *3 credits*

EC 125 Global Competition and Competitiveness

The course identifies and explores the factors that make products, firms and nations competitive. It has a strong international, case study and group discussion emphasis. Examples are drawn from manufacturing and service activities in Asia, Europe and North America. No prerequisite. *3 credits*

EC 140 Health Economics

This course applies microeconomic theory to the health sector of the U.S. economy. Topics include: the demand for health care and health insurance, managed care and the role of government, physician compensation and specialty choice, the role of nurses and other health care professionals, the hospital sector and medical cost inflation. No prerequisite. *3 credits*

EC 152 Economics of Sports

The tools and concepts of economic analysis are developed and examined with the sports industry providing the applications and topics. Some of the topics from professional sports addressed include free agency, salary cap, and new franchises. The economic issues and institutional structure of other areas of sports are explored, such as the NCAA, golf, tennis, sports equipment, advertising, minor leagues, and the Olympics. The combination of sports and economics offers another avenue for increased understanding of economics as it affects us. No prerequisite. *3 credits*

EC 175 Issues in Economic Policy

The course provides students with a way to understand the influence of government policies. It focuses on the policy options and consequences of economic decision-making in Washington. It examines both monetary policy developed by the Federal Reserve and fiscal actions taken by Congress and the President. No prerequisite. *3 credits*

EC 204 Intermediate Microeconomic Theory

Builds upon and expands the theoretical models of EC 11. The course introduces indifference curves to explain consumer behavior; short and long-run production functions showing their relationship to product costs; and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory. Required for all majors. (Prerequisite: EC 11) *3 credits*

EC 204L Intermediate Microeconomic Theory Lab

The lab is designed to provide a wide variety of experiences for students, involving them in "doing" economics rather than more passively learning about theoretical models and constructs. Activities include lectures on advanced mathematical methods, advance problem-solving projects, collaborative teamwork experiences, and computer simulations. (Corequisite: EC 204) **Note:** This lab is required of all students pursuing the B.S. in Economics; it is optional for students earning the B.A. *1 credit*

EC 205 Intermediate Macroeconomic Theory

An analysis of the determination of national income and output; fiscal and monetary tools; growth, inflation, and stabilization policies. Computer applications. Required for all majors. (Prerequisite: EC 12) *3 credits*

EC 205L Intermediate Macroeconomic Theory Lab

The lab is designed to provide a wide variety of experiences for students, involving them in "doing" economics rather than more passively learning about theoretical models and constructs. Activities include lectures on advanced mathematical methods, advance problem-solving projects, collaborative teamwork experiences, and computer simulations. (Corequisite: EC 205) **Note:** This lab is required of all students pursuing the B.S. in Economics; it is optional for students earning the B.A. *1 credit*

EC 210 Money and Banking

Covers the commercial banking industry, the money market, Federal Reserve operations and policy making; and monetarist theory. (Prerequisite: EC 12) *3 credits*

EC 220 Issues in Economic Policy

Students apply economic concepts and tools to the analysis of a variety of policy issues. After an examination of the appropriate role of government in the economy, a variety of current economic policy issues are explored. Topics will change depending on current events. Spring 2002 topics included welfare reform, markets for human organs, tobacco regulation, social security and aging, international trade and the environment, the role of discretionary fiscal policy, and the economic policy response to the September 11th terrorist attacks. (Prerequisites: EC 11, EC 12) *3 credits*

EC 224 Labor Economics and Labor Relations

The fundamentals of economic analysis are applied to the labor sector of the U.S. economy. Topics considered include: the determination of wages, the union movement, discrimination issues, and the relationship between labor, management, and government. (Prerequisites: EC 11, EC 12) *3 credits*

EC 225 Environmental Economics:**tools and techniques applied to US policy**

This course takes a closer look at the economic tools used in environmental economics and policy making. It builds on the basic environmental economic concepts and provides the opportunity to put those concepts into practice. The course will explore common externalities and market failures in the U.S., and analyze policies the U.S. government has put into place to control them. Prerequisites: EC 11 or EC 120 or by permission of instructor *3 credits*

EC 230 Comparative Economic Systems

The policies and institutions used in various advanced industrialized countries to attain their economic goals are examined. In particular, the economic systems of East European nations, Asia and some other Western market economies are considered. (Prerequisites: EC 11, EC 12) *3 credits*

EC 231 International Trade

This course deals with international trade theory, U.S. commercial policy (tariffs, quotas), foreign exchange, international finance, balance of payments disequilibria, multinational enterprises. (Prerequisite: EC 11) *3 credits*

EC 233 International Economic Policy and Finance

This offering explores international financial relations. Topics covered include the international monetary system, exchange rate systems, balance of payments adjustment mechanisms, as well as changes in international finance relations. The course treats theoretical concepts, and considers governmental policy approaches to the various problems. (Prerequisite: EC 12) *3 credits*

EC 235 Economic Development of Third World Nations

The nature and causes of the problems facing the less industrialized nations of the world are considered. Primary attention is focused on the impact that various economic policies have on promoting economic development in the "Third World." (Prerequisites: EC 11, EC 12) *3 credits*

EC 245 Antitrust and Regulation

Examines the relationship between government and business. Antitrust laws and cases are reviewed in terms of their impact on resource efficiency. The format of agency command and control regulation is developed with specific examples from the federal sector. (Prerequisite: EC 11) *3 credits*

EC 246 Law and Economics

Using the case method, this course introduces topics from the central areas of the common law: property, contracts, torts, and criminal law. An attempt is made to explain the development of the law and legal institutions in terms of the basic tools of economic reasoning. Intended for students with no previous exposure to economics, who may be contemplating graduate study of the law. (Prerequisite: EC 11) *3 credits*

EC 250 Industrial Organization

Using microeconomic theory, the economic behavior of firms and industries is examined. The course identifies factors affecting the competitive structure of markets. These structural characteristics are used to evaluate the efficiency of resource use. Topics include mergers, measures of concentration, pricing, entry barriers, technological change, and product development. (Prerequisite: EC 11) *3 credits*

EC 252 Urban Economics

Analyzes the development of modern urban areas by applying the tools of economic analysis to their problems. Topics include transportation, housing, the provision and financing of public services. (Prerequisites: EC 11, EC 12) *3 credits*

EC 265 Distribution of Income and Poverty in America

Various theories of economic justice are studied so that the actual distribution of income in the United States can be analyzed. The factors that cause changes in the distribution of income and in the number of persons in poverty are considered. (Prerequisites: EC 11, EC 12) *3 credits*

EC 273 History of Economic Thought

The development of economic thought from ancient times to the present. (Prerequisites: EC 11, EC 12) *3 credits*

EC 275 Managerial Economics

Applies economic concepts and theory to the problem of making rational economic decisions. Topics discussed include inventory control, decision making under risk and uncertainty, capital budgeting, linear programming, product pricing procedures, forecasting, and economic vs. accounting concepts of profit and cost. Computer applications. (Prerequisite: EC 11) *3 credits*

EC 276 Public Finance

A study of government expenditure and tax policies. Emphasis is placed upon evaluation of expenditures, the structure of federal, state, and local taxes, and the budget as an economic document. (Prerequisites: EC 11, EC 12) *3 credits*

EC 278 Statistics

This course introduces students to descriptive statistics, probability theory, discrete and continuous probability distributions, sampling methods, sampling distributions, interval estimation, and hypothesis testing. (Prerequisites: EC 11, EC 12) *3 credits*

EC 278L Statistics Lab

The lab provides more advanced hands-on opportunities for exploration and application of the concepts in the Statistics course. (Corequisite: EC 278) **Note:** The lab is a required course for students pursuing the B.S. in Economics; it is optional for students earning the B.A.) *1 credit*

EC 290 Mathematical Economics

This course applies mathematical models and concepts to economic problems and issues. Mathematical techniques employed include calculus and matrix algebra. Applications to economics address the areas of consumer theory, theory of the firm, industrial organization, and macroeconomic modeling. (Prerequisites: EC 11, EC 12, and MA 19 or equivalent) *3 credits*

EC 298 Independent Study

For economic majors only; open to seniors by invitation or mutual agreement with the instructor. *3 credits*

EC 299 Internship

Students are placed in a professional environment by the Department. Interns are expected to use the economics and analytical skills they have acquired from the academic experience in a non-academic job setting. A written assignment that details the internship experience is expected to be submitted to a faculty sponsor by the end of the term. *3 credits*

EC 306 Business Cycles and Economic Forecasting

This course considers the nature and causes of business cycles. Tools to analyze past fluctuations and to forecast future trends are developed. Both theory and practical applications are emphasized. (Prerequisite: EC 205) *3 credits*

EC 320 Financial Markets and Institutions

Matters examined include: capital markets, financial intermediaries; equities, bonds, options, futures; security analysis, portfolio theory, the efficient markets hypothesis. Students manage a hypothetical portfolio and use a computer model. (Prerequisite: EC 210) *3 credits*

EC 380 Econometrics

Introduces students to the process by which theories of economic behavior are formulated in mathematical terms and tested by the use of statistical methods. Both the technique and the limitations of econometric analyses are discussed as well as methods available for overcoming data problems in the measurement of quantitative economic relationships. (Prerequisites: EC 11, EC 12, and EC 278) *3 credits*

EC 398 Senior Seminar

Limited to senior majors in economics. The seminar has two objectives. One aim is to familiarize the participants with recent developments in the discipline. The other goal is to sharpen each student's research skills. Each student is expected to engage in a research project concerning a topic of his/her choice. Enrollment requires the permission of the instructor. *3 credits*

Program in Education

Coordinator: Billings

Advisors: Anderson (*Sociology and Anthropology*), Bucki (*History*), Garcia-Devesa (*Spanish*), Greenberg (*Politics*), Harriott (*Biology*), V. Newton (*Physics*), O'Connell (*Chemistry*), M. Regan (*English*), Sourieau (*French*), Weiss (*Mathematics*)

This planned program is conducted in collaboration with the Graduate School of Education and Allied Professions and affords Fairfield University undergraduates the opportunity to seek an initial teaching certificate at the secondary level from the Connecticut State Department of Education. Currently, this certification enables its holder to teach the endorsed subject area in grades 7 through 12. On or after July 1, 2003, pending final approval by the Connecticut State Board of Education, this certification will be valid for the endorsed subject in high school, junior high school or middle school settings and in departmentalized instruction in the subject area in the 5th and 6th grades in elementary school settings. Through the education minor program, students may be certified in one of the following subject areas: English (Language Arts), History/Social Studies, Biology, Chemistry, Physics, Integrated Science, Mathematics or World Languages (French, German, Spanish or Latin). World Language certifications will be valid for grades preK-12 after July 1, 2003, pending final approval of the State Board of Education.

To be declared as an Education minor, a student must fulfill the following criteria:

- Possess an overall minimum grade point average (GPA) of 2.67
- Pass or waive the Praxis I testing requirement
- Submit an application
- Submit an essay addressing why you want to be a teacher
- Provide 2 letters of recommendation
- Submit a Declaration of Minor form
- Submit a planned program sheet
- Interview with the Education Minor Coordinator.

To waive the CBT, a student must have a minimum SAT score of 1100, with both the verbal and math sub-scores 450 or more. **Note:** For students who took the SAT prior to April 1, 1995, the overall required SAT score is 1000, with a score of at least 400 in both sub-tests.

Applications for admission to the Education minor may be obtained from the Coordinator or from the Dean's Office. Early application to the minor is recommended. While students may complete a maximum of 6 credits in education coursework before formal admission to the minor, they cannot continue past this point until they have been formally "declared" by the Coordinator. An application interview with the education program Coordinator must be scheduled no later than December 1st of the sophomore year.

The certification program culminates in a required student teaching experience in the spring semester of the senior year. Students must complete all coursework and student teaching as well as pass the appropriate PRAXIS II content test(s) before they will be considered certification program completers or receive an institutional endorsement for state certification. The Title II assessment report is provided on-line at www.fairfield.edu/academic/arts/majors/education/uge_dhome.htm or a written copy will be furnished upon request to the Coordinator.

All students in this certification program must take the following courses leading to Initial Educator Certification:

ED 241***	Educational Psychology
ED 329***	Philosophy of Education: An Introduction (acceptable as 5th course in Area III provided the student has been admitted and continues to complete the education minor)
ED 350	Special Learners in the Regular Classroom
ED 363	Methods of Teaching in Secondary Schools OR
ED 362	Special Methods in Secondary School English
ED 381	Directed Observation and Supervised Student Teaching (9 credits)
ED 382	Student Teaching Seminar
MD 300	Introduction to Educational Technology
SO 162**	Race, Gender and Ethnic Relations (This course is in effect for those who will complete the certification program and also apply for certification before July 1, 2003.)
History* **	one semester of a survey course in U.S. history

* A survey course (covers at least 50 years) in U.S. history

** Double-counts toward core requirements

*** Double-counts toward core requirement only if the student remains in the Education Minor program.

Note: Current certification courses are being reviewed to align their content with the new state certification regulations that will become effective on July 1, 2003. Therefore, the planned certification program, as indicated above, may change for those who will complete a program and seek certification after July 1, 2003.

In addition, students must complete coursework in one of the subject majors listed below:

Secondary Certification in English

English majors seeking certification must also take the following:

ENW 311*	Advanced Composition for Secondary School Teachers
ENW 317*	Traditional and Structural Grammar
EN 405* **	Literature for Young Adults
ED 369**	Developmental Reading in the Secondary School

* Double-counts toward English majors.

** ED 369 and EN 405 are offered through the Graduate School of Education and Allied Professions.

Certification in History/Social Studies

A student majoring in history can earn this certification by:

- Completing the History major (including study in U.S. history, western civilization or European history, and nonwestern history) and
- Earning a total of 18 credits in the social sciences; coursework must be selected from each of the three following disciplines: Economics, Politics, and Sociology. (**Note:** SO 162 Race, Gender, and Ethnic Relations must be taken and thus can count as one of the social science courses. It will also count toward the core requirement in the social sciences.)

A student majoring in Economics, Politics, or Sociology may earn this certification by:

- Completing all coursework in his/her major and
- Earning a total of 18 credits in history, including courses dealing with U.S. history, western civilization or European history, and non-western history. **Note:** such courses can include HI 30 and the second core requirement in history, and
- Completing one additional 3-credit social science course (Economics, Politics or Sociology) outside of one's major. **Note:** this course may be double-counted toward the core requirement. (*SO 162 Race, Gender, and Ethnic Relations must be taken and may be counted toward this requirement. It will also count toward the core requirement in the social sciences.)

Certification in the Natural Sciences

A student majoring in one of the natural sciences (biology, chemistry, or physics) may earn certification in that science by completing his/her major coursework. A certification in integrated science is also available through Fairfield University.

Certification in Mathematics

A student must complete a major in the subject area with a minimum of 30 credits in mathematics, including study in calculus.

Certification in World Languages: Modern (French, German or Spanish) or Ancient (Latin)

A student must complete study in a language (modern or classical) with a minimum of 30 credits in one of the world languages indicated above. Certification in one of the world languages will be valid for grades pK-12 for those certified on or after July 1, 2003.

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Descriptions of the education courses leading to initial certification are found below. Descriptions for all other courses are found under appropriate departmental course listings.

COURSE DESCRIPTIONS

ED 241 Educational Psychology

This course considers a particular application of the more important psychological principles to educational theory and practice. This course embraces a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. Individual differences, transfer of training, interest, attention, and motivation, insofar as they influence the teaching process, are included. A 15-hour field experience in a public school setting is included. *3 credits*

ED 329 Philosophy of Education: An Introduction

This introductory course is an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking, and encourage personal commitment to his or her own philosophy of life. *3 credits*

ED 350 Special Learners in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents are discussed. Included in this discussion are methods of identifying and working effectively with special needs children and youth in the regular classroom. *3 credits*

ED 362 Special Methods in Secondary School English

This course focuses on the organizational pattern in which English can best be taught and an analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course also considers such factors as appropriate curricula materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication, and dialogue. Field experience in a secondary school setting may be included. *3 credits*

ED 363 Methods of Teaching in Secondary Schools

Application of principles of education to classroom instruction in secondary schools are discussed. Attention is centered upon planning for teaching, uses of various methods and materials, tests, classroom management and discipline. Consideration is also given to the position of the teacher in public schools, special services available to teachers and pupils, extracurricular programs, and responsibilities of teachers. Field experience in a secondary school setting may be included. *3 credits*

ED 369 Developmental Reading in the Secondary School

Topics include methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas. *3 credits*

ED 381 Directed Observation and Supervised Student Teaching

This course provides a semester-long experience in local schools for students who have been approved as qualified candidates for teaching at the secondary level. Students are involved five days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars are held one afternoon each week for discussion of student experiences and presentations on reading methods, audio-visual aids and other topics. Individual conferences are also held and each student is assisted, observed, and evaluated by the University supervisor(s) and the cooperating teacher(s). Student teaching is given in the spring semester only; students must submit an application for placement with the Director of Student Teaching Placement by September 15th for placement in the spring semester. (Prerequisite: Formal acceptance into the Education Minor.) *9 credits*

ED 382 Student Teaching Seminar

This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and the organization of schools. Although much of the subject matter of the seminar flows from the on-going student teaching experience, attention is paid to issues such as school governance, codes of professional conduct, standards for teaching, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues and dealing with stress and inclusion. The job application process, including resume writing, interviewing and the development of a professional portfolio, are also addressed in the seminar. *3 credits*

ED 409 Transculturation

This course addresses non-verbal communication across cultures, the crosscultural mind, culture shock, and intercultural understanding. *3 credits*

ED 459 Developmental Reading in the Secondary School

The emphasis of this course is on enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies and assessment. *3 credits*

EN 405 Literature for Young Adults

Over the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The purpose of this course is to explore the major current authors, poets and illustrators of works written for young adults. Among the topics considered are: theories and purposes of reading literature in the classroom; developing criteria for evaluating adolescent literature; reader response in the classroom; reading workshop; and integrating adolescent literature across the curriculum. (Prerequisite: open to declared or intending to be education minors only.) *3 credits*

MD 300 Introduction to Educational Technology

This course covers the principles and applications of technology literacy(s) in education. Topics include designing effective teaching strategies and environments conducive to learning; application of media and computer technologies in teaching; the use of Web in teaching K-12; MSOffice 2000 applications; developing homepages; evaluating software, and examining new technologies for education. Lab fee: \$45. *3 credits*

Department of English

Professors: Bridgford, M. Regan, N. Rinaldi

Associate Professors: Boquet, Bowen, Garvey
(Chair), Halm, O'Driscoll, Rajan, Simon, M.C. White

Assistant Professors: Chappell, Epstein, D. Menagh,
Mullan, Petrino, R. Regan, Sapp, Tomlinson

Lecturers: Almeida, Baumgartner, Bayers, Bellas,
Best, K. Brown, Burlinson, Burns, Cavanaugh,
Feigenson, Ginolfi, Haas, Jourdan, Krauss, Mahon,
Mangels, Moliterno, Noell, K. O'Connor, J. Rinaldi,
Sanders, Sweeney, Szivos, Whitaker, M.M. White,
Wittenberg, Zamora, Zowine

The English Department offers a lively and diverse program, with courses in **literature** and **writing**. As an academic discipline, the study of English has these goals:

- 1) To acquaint the student with the various types of imaginative literature, such as the novel, the short story, poetry, and drama;
- 2) To develop the student's analytic and organizational skills through the interpretation of literature;
- 3) To give the student further training in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

Requirements for the English Major

English majors must take 10 English courses beyond EN 11-12. Of these 10 courses, five must be designated as core courses and five must be designated as field electives.

Core Literature Courses: The purpose of the core requirement is to expose the student to the relationship between the experience of literature and the contexts of history, genre, theory, and societal position, and to provide all majors with a shared but flexible pattern of study. In order to fulfill the core requirement, each major must take at least one course from each of the following five areas.

- | | |
|-----------|--|
| Area I: | pre-1800 literature |
| Area II: | nineteenth-century literature |
| Area III: | twentieth-century literature |
| Area IV: | the ways in which genre affects the production and reception of literature |
| Area V: | the ways in which theoretical and/or societal positions affect the production and reception of literature. |

If a course is listed as fulfilling more than one of these core requirements, the student may use it to fulfill either but not both of those requirements.

Field Electives: The purpose of the field elective requirement is to enable the student to pursue a directed program of study that is responsive to his or her own interests and needs. To fulfill the field elective requirement, each major must develop, in consultation with a departmental advisor, a program of study in a clearly-defined field. A field may be defined by the parameters of a historical period, a geographical area, a genre, a theoretical approach, a societal position, a professional career path, or by any other parameters that will produce a field capable of sustaining a focused inquiry.

There also are three writing concentrations that students can follow in choosing their field electives: Creative Writing, Journalism, or Professional Writing. The required courses for each concentration are as follows:

1. **Creative Writing.** This sequence is designed for those students seriously committed to becoming fiction writers, poets, or non-fiction writers, and for those students who want to pursue a career in the field of publishing or editing. The concentration includes:

Introductory courses - two required:

EN/W 200 Creative Writing
EN/W 202 Creative Writing Poetry I
EN/W 205 Creative Writing Fiction I

Specialized courses - at least two required:

EN/W 204 Creative Writing Drama
EN/W 222 Journalism Editing and Design
EN/W 302 Creative Writing Poetry II
EN/W 305 Creative Writing Fiction II
EN/W 323 Literary Journalism
EN/W 341 Writing Creative Non-fiction
EN/W 344 The World of Publishing: Working on Fairfield's Dogwood Magazine

Capstone course - one required:

Senior Seminar
EN/W 345/346 Internship

2. **Journalism.** This concentration is designed for students interested in strengthening their news gathering ability and pursuing careers in newspapers, magazines, radio/TV news, and publishing. The concentration includes:

Introductory courses - both required:

EN/W 220 News Writing (must be taken before any other journalism course)
EN/W 222 Journalism Editing and Design (may be taken any time)

Specialized courses - at least two required:

- EN/W 221 Contemporary Journalism
- EN/W 320 Writing and Selling the Magazine Story
- EN/W 321 Broadcast News Writing
- EN/W 322 Sports Reporting
- EN/W 323 Literary Journalism
- EN/W 324 Political and Government Reporting
- EN/W 325 Environmental Reporting
- EN/W 344 The World of Publishing: Working on Fairfield's Dogwood Magazine

Capstone course - at least one required:

- EN/W 345/346 Internship
- EN/W 347/348 Independent Writing Project

Students can start the journalism sequence as early as freshman year. After completing EN 11 (the freshman writing course), EN/W 220 News Writing can be taken simultaneously with EN 12 (the freshman literature course). This makes it easier for students to complete all journalism coursework by the end of the junior year, and concentrate on internships in the senior year.

3. **Professional Writing.** This concentration is designed for students who want to strengthen writing and speaking skills as preparation for a career in business. The concentration includes:

Introductory course - required:

- EN/W 332 Business Writing

Specialized courses - at least three required:

- EN/W 209 Classical Rhetoric & Contemporary Applications
- EN/W 214 Professional Presentations: Writing and Delivery
- EN/W 222 Journalism Editing & Design
- EN/W 310 Advanced Composition
- EN/W 335 Technical Writing
- EN/W 336 Issues in Professional Writing
- EN/W 338 Persuasive Writing
- EN/W 345/346 English Internship

The English Minor

The English minor can be completed in two different ways:

1. At least five English courses beyond English 11-12 can be taken. These may all be in literature, all in writing, or a mixture of the two. The core requirement of a third English course, in literature, can count toward this minor.
2. Any of the three writing sequences, outlined above, may be taken. However, a sixth writing course, of the student's own choice, must be taken in addition to the five-course sequences listed above. The core requirement of a third English course, in literature, cannot count toward a writing sequence.

**Course Descriptions****EN 11 Composition and Prose Literature**

The purpose of this course is to introduce students to the writing and reading skills and strategies that best prepare them for the writing tasks they will encounter at the university level and beyond. The goals of this course are accomplished through student-generated writing and the study of essays and other forms of literary nonfiction. **Note:** EN 11, or its equivalent, is a prerequisite for EN 12. *3 credits*

EN 12 Introduction to Literature and Writing the Research Paper

This course provides a study of drama, fiction and poetry as they reflect literary and cultural approaches to the individual's experience and society. EN 12 covers critical writing as an extension of composition in EN 11. This course also teaches students to write a thesis-driven, coherently developed research paper that incorporates and documents sources. (Prerequisite: EN 11 or its equivalent) *3 credits*

EN 12, or its equivalent, is a prerequisite for all upper-level English courses, unless otherwise noted.

Literature Courses

EN 203 /CL 103 Masterpieces of Greek Literature in English Translation

A survey of major works of ancient Greek literature. Emphasis is on the content of this literature as a key to understanding classical Greek civilization, and as meaningful in a contemporary context. **3 credits**

EN 204/CL 204 Masterpieces of Roman Literature in English Translation

A survey of major works of Roman literature of the Republic and early Empire. Emphasis is on the content of this literature as a key to understanding Roman civilization, and as meaningful in a contemporary context. (This course is cross-listed with Classics as CL 104.) **3 credits**

EN 249 Literacy and Language

This course examines the concept of "literacy" in the U.S. We consider competing definitions of literacy, contemporary and historical, and some of their implications, and examine the development of writing ability in young children and special characteristics of adult literacy. Possible topics for discussion include: literacy in the workplace, relationships between literacy and privilege, and theories of composing. Formerly EN/W 249. **3 credits**

EN 250 The Epic Hero

This course ranges from Homer to J.R.R. Tolkien. The epic writer employs a vast canvas in telling his story and so gives us a picture of an entire civilization. His hero embodies the highest values of his society and represents that society against the forces of chaos and evil. Our focus, then, is on the changing image of the hero, particularly as presented in the *Iliad*, the *Odyssey*, the *Aeneid*, and *The Lord of the Rings*. **3 credits**

EN 251 British Literature Survey I

This course provides English majors and non-majors with an introduction to the major styles, themes, genres, authors, and periods of British literature from the Middle Ages to the eighteenth century. **3 credits**

EN 252 British Literature Survey II

This course provides English majors and non-majors with an introduction to the major styles, themes, genres, authors, and periods of British literature from the Romantic period through the twentieth century. **3 credits**

EN 253 The African-American Literary Tradition

African-American literature both exemplifies and challenges the humanist tradition; in fact, its diversity of voices, modes of representation, and the conditions of its production interrogate the very concept of "tradition." This survey course will examine the development of African-American literature from 1770 to the present, as well as that literature's place within the American literary canon. We will use themes of literacy, identity, and authority to trace this literature's history from Phillis Wheatley's eighteenth-century role in defining American poetry, through the slave narrative to the New Negro Renaissance, the Civil Rights Movement, and African-American postmodernism. **3 credits**

EN 254 Chivalric Romance

The knight of chivalric romance is one of the most enduring legacies of medieval culture. He is warrior and lover, loyal to his lord and to his lady, even when, as is so often the case, these loyalties collide. This course traces the history and development of this enormously popular and enduring genre, beginning with the invention of courtly love and the formation of the legend of King Arthur. It focuses on the seminal twelfth-century French romances and important and representative works from Germany and England, and concludes with the challenges posed to the genre and its values by late medieval and early modern culture, as represented by Malory and Cervantes. Issues discussed include: narrative structures and motifs; the depiction of nature and civilization; the stylized representation of gender and class; the interplay of reality and fantasy; theories of authorship and audience; connections to history-writing and to other literature. All texts are read in modern English translations. **3 credits**

EN 255 Shakespeare

A study of Shakespeare's career as dramatist. Plays are drawn from Shakespeare's farces, romantic comedies, history plays, tragedies, and romances, and will include *The Taming of the Shrew*, *Richard III*, *A Midsummer Night's Dream*, *Hamlet*, *Othello*, *King Lear*, and *The Tempest*. **3 credits**

EN 256 Myths and Legends of Ireland and Britain

This course studies the literature of early medieval cultures of Ireland and Great Britain, with special attention to Celtic culture. The course is divided into four parts, focusing on the Irish *Táin Bó Cuailnge*, the Welsh *Mabinogion*, the Latin Christian legends of English and Irish saints, and the Old English epic *Beowulf*. Critical issues for discussion include: paganism and Christianity; conceptions of law, kinship, and nationhood; warrior culture and the idea of the hero; the status of art and poetry; orality and literacy; the natural and the supernatural; the construction of gender. Attention also to the arts and artifacts from these medieval cultures. All texts are read in modern English translations. **3 credits**

EN 260 Understanding Poetry I

Offered for those students with no previous knowledge of poetry as well as those who wish to develop and enrich their understanding of the genre; students who have experienced difficulty in understanding poetry in the past are welcome. Course readings include selections from narrative, epic, and lyric poetry, with concentration on shorter lyric poems. The course includes readings and discussions with visiting poets. **3 credits**

EN 261 Understanding Poetry II

Concentrates on the reading of longer narrative and lyric poems for study of the work of individual poets. The work includes readings and discussions with visiting poets. Understanding Poetry I is an appropriate, but not a necessary, prerequisite to it. Students who have not taken Understanding Poetry I are requested to read Perrine's *Sound and Sense* or any other introduction-to-poetry text in preparation for the course. **3 credits**

EN 262 Understanding Drama:**Basic Types and Modes**

This course introduces major types and variant modes of drama, and the fundamental view of human experience implicit in each, by means of close reading of selected plays. Illustrative films, video clips, and live productions are used to underscore the necessity of performance to the fulfillment of drama. Plays being produced at area theaters, including Theatre Fairfield, are included in the syllabus when possible.

3 credits

EN 263 Introduction to Contemporary World Literature

This course reviews recent fiction from around the world. Works from such places as Africa, Latin America, the Caribbean, New Zealand, and the Middle East are read. We learn strategies for comparing stories and narrative styles from different cultures, subject positions, and sociopolitical frameworks, in order to develop a stronger awareness of different types of subjectivity in a global context. The course is suitable for non-majors seeking to fulfill the English core requirement, and for beginning English majors.

3 credits

EN 265 Major Works of European Literature

This course surveys some major works of world literature, from ancient times to the present. Because the works are chosen from a broad span of cultures and periods, the course focuses on the function of literature: what kinds of stories do people tell about their societies? What are their major concerns, and how are these represented in fiction? How can we compare stories from one culture or period with those from another? The course discusses genre and style as well as content. Books include *The Epic of Gilgamesh*, *Boccaccio*, *Marguerite de Navarre*, *Madame de Lafayette*, and *Gabriel Garcia Marquez*.

3 credits

EN 266 The Russian Novel and Western Literature

A comparative study of major Russian authors of the nineteenth century and their contemporaries in France, Germany, England, and America. Course begins with short fiction and then moves to novels such as *Père Goriot*, *Crime and Punishment*, *A Hero of Our Time*, and *Madame Bovary*. Russian writers include Pushkin, Gogol, Lermontov, Dostoevsky, Turgenev, and Tolstoy. Possible topics for discussion include the role of marriage and attitudes towards the family, urban vs. rural existence - especially the role of the city, the fantastic in literature, narrative technique and the development of nineteenth-century fiction. (Formerly EN 373)

3 credits

EN 267 Modern British Literature

A study of Conrad, Joyce, Lawrence, and Virginia Woolf: writers who profoundly changed the shape of the novel. This change is also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley.

3 credits

EN 268 The Irish Short Story

A study of the Irish short story, stressing its development from 1903 with the creation of a national literature in English to the present. The course focuses on the deeply rooted oral tradition, the Anglo-Irish tradition, and the native Irish tradition. Specific topics for discussion are: The Irish Literary Revival, Irish family life, and The Irish Revolution as treated in the short story. Among the authors explored are George Moore, James Joyce, Liam O'Flaherty, Maria Edgeworth, Elizabeth Bowen, Edna O'Brien, Mary Lavin, Daniel Corkery, Frank O'Connor, Sean O'Faolain, and William Trevor. Several films are shown including *Man of Aran*, *The Dead*, and *Michael Collins*.

3 credits

EN 269 Modern Irish Drama

An introductory survey course in twentieth century Irish drama including the plays of Sean O'Casey, J.M. Synge, W.B. Yeats, and Lady Gregory, Samuel Beckett, Brian Friel, Theresa Deevy, Frank McGuinness, and Sebastian Barry. The course considers the work of Irish repertory theatre groups such as the Abbey and Gate Theatres of Dublin, the Lyric of Belfast, and the Irish language theatre of Galway. Videos from the Lincoln Center Performing Arts Library with renowned Irish performers such as Siobhan McKenna, Barrie Fitzgerald, and Jack Macgowan are viewed. Finally, the class attends Irish plays performed at the Irish Arts Center and the Irish Repertory Theater in New York City. (Formerly EN 357)

3 credits

EN 270 Studies in American Literature

This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The emphasis is placed on the early national period and the romantic phase in American literature leading up to the Civil War. The writers studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman.

3 credits

EN 271 The Frontier in American Literature

For the last five centuries, the frontier - understood as the place where "humanity" comes into contact with its apparent absence in the shape of alien beings and landscapes - has been the subject of some of the most lasting powerful American stories. In this course, we concentrate on some of the major representations of the frontier produced between the 1820s and the present in order to learn how to recognize and talk about the position that the American "western" has occupied in our culture. Authors include Cooper, Twain, Cather, and McCarthy; filmmakers include Ford, Peckinpah, and Eastwood. (Formerly EN 385)

3 credits

EN 272 Development of the American Short Story

This course traces the development of the American short story from its emergence in the literary-historical context of 19th century America to its maturity in the 20th century. It explores most intensively the writings of Poe, Hawthorne, James, and Hemingway, but considers, as well, the contributions to the genre of Irving, Crane, and numerous other writers.

3 credits

EN 273 Irish-American Literature

This course is an examination of the Irish voice in American literature over the past two hundred years. Rooted in the eighteenth century, proliferating in the nineteenth, and flourishing in the twentieth, Irish-American literature is one of the oldest and largest bodies of ethnic writing produced by a single American immigrant group. The course focuses mainly on Irish-American writing of the twentieth century, although a sampling of earlier works is also studied. Among the authors in the course are Finley Peter Dunne, F. Scott Fitzgerald, Eugene O'Neill, John O'Hara, James T. Farrell, J.F. Powers, Edwin O'Connor, Maureen Howard, J.P. Donleavy, Peter Hamill, William Kennedy, Mary Gordon, Frank McCourt, Alice McDermott, and Dennis Smith. (Formerly EN 373)

3 credits

EN 279 Irish Literature

This course surveys Irish literature, including drama, poetry, and prose, from the eighth century to the present. The course includes a study of the Irish Literary Renaissance (Yeats, Synge, Lady Gregory, the Abbey Theatre) as well as the work of more recent Irish writers (Seamus Heaney, Eavan Boland, Brian Friel, Edna O'Brien) and some study of contemporary Irish film. (Formerly EN 369)

3 credits

EN 280 The Nature of the Hero

The course begins with a general discussion of the meaning and function of heroes in society, focusing on them as projections of society's life values. Joseph Campbell's study of the archetype of the hero and the heroic journey are used as a reference point.

3 credits

EN 282 The Study of Human Behavior Through Literature

Students are taught how to apply basic theories from psychoanalysis and humanistic psychology to folk literature, drama, and fiction.

3 credits

EN 283 The Modern Italian Short Story

This course explores the Italian short story, focusing on the major writers of the 20th-century. There is an emphasis on neorealism, a term applied to a group of writers and filmmakers who emerged in 1945 and dealt in a forthright manner with everyday life. Some topics of discussion: World War II, Mussolini, fascism, and the Italian family. Special attention is paid to the works of Italo Calvino, one of Italy's most imaginative storytellers. Other writers include: Pirandello, Svevo, Parvese, Moravia, Ginzburg, Vittorini, and Soldati. Two neorealist films shown: Rossellini's *Open City* and De Sica's *The Bicycle Thief*.

3 credits

EN 284 Writers of the Asian Diaspora

This course examines the phenomenon of the explosion of Asian fiction/cinema in the west, particularly in the U.S., in an effort to understand the concepts of diaspora, colonial histories, border identities, and cultural and ethnic representations. We read novels, see films, and view art works that deal with the interpellation, for example, of contemporary Indian, Pakistani, Chinese, Japanese, Bangladeshi, Vietnamese, and Sri Lankan writers/artists into western culture to analyze the burdens of traditions and the arbitrariness of modernity.

3 credits

EN 285 The Modern Tradition: International Short Fiction

A study of important works of short fiction from around the world written during the last century. Texts have been selected on the bases of the degree to which and the specific manners in which they may be said to contribute to a characteristically "modern" sense of human existence and the function of narrative art. Through textual analysis, an effort is made to compare and contrast various versions of the modern experience as produced by such authors as Gogol, Melville, Mansfield, Joyce, Lawrence, Cather, Tolstoy, Chekhov, Kafka, Hemingway, Lessing, Borges, Barth, Boll, Mishima, Achebe, Erdrich, and Atwood.

3 credits

EN 286 Existential Literature

This course is a study of the existential world view as one of the most important bodies of thought in the 19th and 20th centuries. Absurd thought is studied, also, as a closely related view of the nature of human life. Existential and absurd values are used to confront the following problems: human freedom vs. biological and social determinism, the creation of life meaning vs. the surrender to nothingness implicit in suicide, belief in God vs. affirmation of a humanly centered world, and contribution to society vs. nihilistic withdrawal. Emphasis is placed on the perception that existentialism is a positive, even optimistic, philosophy of life; that it is not nihilistic and pessimistic, as it is sometimes misunderstood to be. Emphasis is also placed on the fact that existentialism is not necessarily atheistic, that some of the prominent exponents of existential thought have written of their belief in God. Among the authors read are Kierkegaard, Nietzsche, Dostoyevsky, Sartre, Kafka, Faulkner, Beckett, and Camus.

3 credits

EN 288 Sub-Saharan African Literature

This course introduces students to Sub-Saharan African literature, with particular focus on the post-colonial era. We read novels, poems, narrative fiction, and some significant works of non-fiction, both for their own sake and for generalized notions about the Sub-Saharan African self and world. The course is pitched between two poles: that of the traumatic colonialism ("apartheid" in South Africa) and the equally trying post-colonialism that came tumbling after.

3 credits

EN 289 Modern Women Writers

The course is a study of works by English, American, British and Australian writers of the 20th century, with particular emphasis on their efforts to address the conflicts encountered by women of diverse backgrounds in their various roles and stages in life. The genres include fiction, memoir and autobiography. There is continuing attention to the literary traditions established by women authors, such as Virginia Woolf, Charlotte Perkins Gilman, Edith Wharton, Kate Chopin, Sylvia Plath, Susanna Kaysen, Jill Ker Conway, Maya Angelou, Carolyn Chute, Anne Tyler and Harriett Doerr.

3 credits

EN 290 Literature of the Holocaust

After an introduction to the historical, political, and social backgrounds of the Holocaust, this course investigates through literature the systematic genocide of Jews and other groups by Germany (1933-1945). The course seeks to discover how the Holocaust came about and what it means now to our understanding of human nature and of our civilization. Readings and films include Appelfeld's *Badenheim, 1939*, Weisel's *Night*, Borowski's *This Way to the Gas, Ladies and Gentlemen*, Levi's *Survival in Auschwitz*, Epstein's *King of the Jews*, Ozick's *The Shawl*, and Spiegelman's *Maus*.

3 credits

EN 291 Black Bodies, White Bodies: The Angst Over Race

This team-taught course explores the complexities surrounding the concept of cultural identities as reflected in the literatures and art works of the anglophone and francophone post-colonial worlds. Using a combination of theoretical and fictional works, this course examines how contemporary writers and artists from England's and France's ex-colonies negotiate their cultural identities vis-a-vis the cultural hegemony of the old masters, and the west, in general. By using concepts such as memory, nationhood, cultural relativism, racism, particularism, universalism, cosmopolitanism, and sexuality, the course explicates the angst over race. All readings are in English. This course is also cross-listed with French as FR 291.

3 credits

EN 294 Literary Investigations of Death

Any thoughts about the meaning of death are thoughts about the meaning of life. Literature speaks often of matters that everyday conversation avoids, and literature has dealt constantly with death. This course examines how authors from various cultures, ancient and modern, have viewed death. The course examines these different views without philosophical or theological assumptions, leaving the student free to decide which views are useful. Among the works read are *Gilgamesh*, *Genesis*, *Charlotte's Web*, *The Sorrows of Young Werther*, *No Exit*, *Death in Venice*, *The Death of Ivan Ilych*, and *The End of the Affair*.

3 credits

EN 319 The Enlightenment: History and Literature

In Europe, the enlightenment encompasses the period during which Western Europe "modernized." In the course we examine this cultural and intellectual transformation, which took place over the span of the eighteenth century, by focusing on the French philosophes, English thinkers, and fiction writers from both countries. Students will become familiar with the major ideas of the period and the ways in which those ideas were debated. Crosslisted under History as HI 319. Students are not permitted to take this course under both designations.

3 credits

EN 335 Gender and Sexuality in Film and Literature

This course examines the way gender and sexuality are represented in film and literature. We begin with an overview of lesbians and gays in film history with Vito Russo's *The Celluloid Closet*; we then move through some popular films and novels from the 1960s to the present day, looking at the ways attitudes about gender are enmeshed with representations of homosexuality. Some of the themes and questions discussed are: What is the relationship between gender and sexuality? How are concepts of masculinity and femininity presented in novels and on screen? How have these representations changed, as our culture's rules about gender and sexuality have become less rigid? The goal of the course is to develop an analysis of current cultural assumptions about gender and sexuality, as they are revealed in film and fiction.

3 credits

EN 336 Pleasurable Decadence

This course discusses and debates the meaning of "decadence" as an aesthetic and literary category. Beginning with the works of the Pre-Raphaelites in mid nineteenth-century England, moving to Walter Pater and Oscar Wilde in the Victorian era, and then into Europe with Baudelaire, Flaubert, and Mann, the course focuses upon the role of pleasure in European cultures. Paintings by Moreau, Delacroix, and Ingres complement the understanding of the literary texts. Metaphors of Salome as a "femme-fatale" and literary characters such as Huysmans' *Des Esseintes* or Wilde's *Dorian Gray* are treated as models for behavior, or more accurately, figures in a typology of unorthodox self-fashioning.

3 credits

EN 337 Race, Culture, and American Realism

This course is an exploration of the ways in which the concepts of race and culture have shaped the conventions of realistic representation. After a survey of "race literature" in the late nineteenth and early twentieth centuries, we turn to a series of mid-twentieth-century novels that work with and against the grain of the anthropological concept of culture. Having established the ongoing tension between these two ways of representing human differences, we add a final complication, examining the ways in which some recent works of antiracist and multicultural literature have addressed the consumerist, late-capitalist desire for authentic representations of "culture." Authors include Twain, Chesnutt, Hurston, Kingston, Cisneros, DeLillo, Alexie, and Spiegelman.

3 credits

EN 338 Seminar: Gender Theory

This course continues the work of EN 335: Gender and Sexuality in Film and Literature by looking more closely at the way attitudes toward gender are enmeshed with representations of sexuality and homosexuality. We consider topics such as the debate over origins (nature vs. nurture); changing historical ideas about gender and sexuality; and political issues. We focus on theoretical material, fictions, and film. This course requires familiarity with some basic elements of gender and sexuality theory; therefore it has a prerequisite of any of the following courses: EN 335, WS 101, or PO 119, or permission of instructor.

3 credits

EN 339 African American Literature and Culture, 1900-1940

A study of African American literature from Booker T. Washington's *Up From Slavery* and W.E.B. Du Bois's *The Souls of Black Folk*, through the 1920s, to the years of the Depression, ending on the eve of U.S. participation in World War II. The course is grounded in the history of the first four decades of the twentieth-century, and explores not only fiction and poetry, but other forms of cultural production, such as painting and sculpture, film, and music. It examines the aftermath of Reconstruction, the effects of the Great Migration, and the responses to Du Bois's call for a "Talented Tenth." The Harlem Renaissance provides a major focus, as do the debates surrounding whether there was indeed such a movement at all. The course looks towards the contemporary development of a Black tradition in literature and the arts.

3 credits

EN 340 Seminar on Alice Walker

Alice Walker is one of the United States' most public literary figures. After achieving success with her novels, poems, and essays, she has become not only well known but also controversial in the popular mainstream, especially through the film version of *The Color Purple*. In her work, she addresses themes of race, gender, civil rights, and sexuality. This course examines Walker's work in depth, and the public reaction to it, seeking to situate her both as a writer and a cultural figure.

3 credits

EN 341 Early African-American Literature

A survey of some of the major works of African-American literature produced before the publication of W.E.B. DuBois' *The Souls of Black Folk* in 1903. We begin with a section on the slave narrative and African-American poetry, followed by a brief look at the representations of black people in nineteenth-century literature by white people. We conclude with an examination of the major fiction and non-fiction of the second half of the nineteenth century, with particular emphasis on works from the 1890s. Authors include Wheatley, Douglass, Jacobs, Chesnutt, Harper, Dunbar, Washington, and DuBois.

3 credits

EN 342 Voices and Visions: Five American Poets

An intensive study of five major American poets. Poems by Walt Whitman, Emily Dickinson, Robert Frost, T.S. Eliot and Langston Hughes are considered. The aim of the course is to examine significant themes in the work of these poets, and to explore the ways in which the poetic process develops structures and meanings through patterns of imagery and the complex resources of language. Some attention is given to the biographies of the poets and the historical periods in which they worked.

3 credits

EN 343 Religious Themes in Twentieth Century Literature

This course examines both the form of critically acclaimed literature of the late twentieth century, and the authors' focus on fundamental religious issues: the human search for meaning, belief and unbelief, the experience of grace and the Transcendent, the nature of sin and of forgiveness, the need for and experience of a community of belief, the demands of discipleship.

3 credits

EN 344 African American Fiction: 1940 - Present

A comparative study of novels by African American men and women. Begins with Richard Wright's *Native Son* and Ann Petry's *The Street*, includes authors such as Ralph Ellison, Dorothy West, Alice Walker, Ernest Gaines, Toni Cade Bambara, John Edgar Wideman, and concludes with works published in the 1990s. Exploring race and gender in the United States from both male and female perspectives, the course focuses on topics such as family, religion, slavery, urban experience, education, and history.

3 credits

EN 345 Representations

This course focuses on "ways of seeing" and the "gaze" which are constructed and maintained in contemporary culture within the concept of representation. The course is balanced on the margins of textual and visual materials (paintings and films), has an interdisciplinary theoretical base, and will examine the "presentation" and "representation" of self, subject, and identity as narrative, biography, and autobiography. We focus upon the notion of realism and politics of realism (or between traditional ways of seeing and deconstructed ways of seeing). By reading theoretical tracts on the "ways of seeing" and by using films and art slides to test these theoretical materials, we critique contemporary notions of "seeing" and "being seen." *Crosslisted under Visual and Performing Arts as FA 345. Students are not permitted to take this course under both designations.*

3 credits

EN 346 The Woman Question: Early Feminism and Nineteenth-Century American Literature

This course examines some of the major works of nineteenth-century American literature in relation to the issue that was popularly known as "the woman question." The course begins in the 1850s, a time when American feminists were beginning to intensify their questioning of the status of "woman," both philosophically and politically, and when a group of "domestic feminists" led by Harriet Beecher Stowe were becoming the most popular writers in the country. The course ends in the 1890s when the conventions of sentimental fiction were being superseded by realism and regionalism, and when an explicitly anti-domestic image of womanhood was beginning to be formulated around the figure of the New Woman. Authors include Stowe, Fern, Hawthorne, Jacobs, Alcott, Gilman, Jewett, and Chopin.

3 credits

EN 348 Contemporary Women Writers of Color

This course offers a perspective on American literature that both continues and challenges that multi-voiced tradition. Focuses on works by Native American, Asian American, African American, and Latina women writers, from the 1980s to the present, considering issues of race, gender, ethnicity, class, and sexuality especially as these contribute to concepts of identity, for both the individual and the community. Authors may include Sandra Cisneros, Leslie Silko, Louise Erdrich, Sky Lee, Lan Cao, Nora Okja Keller, Esmeralda Santiago, Cristina Garcia, Danzy Senna.

3 credits

EN 349 Introduction to Cultural Studies

This is an interdisciplinary course that examines the concept of culture as it is constructed, sustained and contested within the U.S. and U.K. The readings focus upon the history, theory and practice of culture (both high and mass) in the two countries. Class discussions focus on the interactive impact of our understanding of the term "culture" upon contemporary societies as it factors into nationhood, race, gender, class and media. As a way of understanding the various theories that undergird our experience of culture, we read critical/cultural theory, take in a play in NYC, see films and view art slides.

3 credits

EN 351 Writing the Immigrant Experience: Novels of Dislocation and Identity

Moving to a new country causes a loss of identity; creating a new way of life involves building a new self. The novels we read in this course chart the ways different immigrants to the United States respond to the need to recreate the self. The writers grapple with a new language and cultural obstacles; we explore the ways in which identity is created through this experience. The immigrant shapes a new self by assimilating into the dominant culture or marking one's difference from it. We look for what all these writers have in common as they use fiction to create a new identity, and we ask what it means to "be an American" in a multi-ethnic society.

3 credits

EN 352 Chaucer

The course is an introduction to Middle English language and literature through a close study of the poetry of Geoffrey Chaucer, focusing on his *Canterbury Tales*. Tales will be selected for their generic and stylistic variety, including the tragic and the comic, the sacred and the profane. Tales are analyzed in terms of their stylistic forms and as representations of 14th-century society. (Prerequisites: EN 11, EN 12)

3 credits

EN 353 Gender and Western Values: Literature of Early Modern Europe

Early Modern literature of England and the Continent is traditionally conceived as a collection of "great names" - Shakespeare, Rabelais, Cervantes, Machiavelli, Thomas More, and others. Recently, new historians and feminist scholars have been recovering other kinds of texts and rediscovering works by women such as Anna Hoyers, Madeleine and Catherine des Roches, Gaspara Stampa, and Saint Teresa. Our current knowledge of gender constructs is used to look again at the familiar Western values we see as "established" by the traditional texts: for example, the individual, social tolerance, religious pursuit of the ideal, and sense of humor. In the context of the new texts and the new theories, do we see these Western values as universally true or as culturally constructed?

3 credits

EN 354 Love, Gender, Spirituality: Literature of Early Modern England

The institution of "true love" was formulated during the late Medieval and Early Modern periods, and it remains a basic operational "truth" of contemporary culture. In the literature of Early Modern England and Europe, both the traditional male authors and the recently revalorized female authors frequently write about love, among them Shakespeare, Spencer, Donne, Sidney, Katherine Philips, Mary Wroth, Vittoria Colonna, Petrarch, Helisenne de Crenne. In today's and yesterday's cultural continuum, what is the relationship between our concept of "true love," with its spiritual valence, and our construction of the "masculine" and "feminine" gender concepts? 3 credits

EN 355 Shakespeare I: The Elizabethan Age

A study of Shakespeare's earlier comedies and history plays. Works include *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Richard III*, and *Henry IV, Part I*. *Romeo and Juliet* is also studied as an early tragedy. 3 credits

EN 356 Shakespeare II: The Jacobean Age

A study of Shakespeare's later comedies and the tragedies. Plays include romantic comedies (*As You Like It*, *Twelfth Night*), tragedies (*Hamlet*, *Othello*, *King Lear*), problem comedies (*Measure for Measure*), and romances (*The Tempest*). 3 credits

EN 357 All About Eve

This course surveys the literary and artistic representation of the legendary first woman of the Judeo-Christian tradition from Genesis to the present. The centerpiece of the course is a reading of Milton's *Paradise Lost*. Others authors studied include Christine de Pizan, Aemilia Lanyer, Mary Wollstonecraft, and Ursula Le Guin. In the end, students are asked to find and interpret depictions of Eve in contemporary popular culture. Throughout, the emphasis is on a variety of possible interpretations of Eve, including both feminist and anti-feminist traditions. Non-English sources are read in English translation. (Prerequisites: EN 11, EN 12) 3 credits

EN 358 17th Century English Literature

A selective survey of 17th century English literature that includes the drama, poetry, and prose of the century. Selected works from: Donne, Jonson, Webster, Herbert, Herrick, Suckling, Lovelace, Marvell, Crashaw, Bunyan, Walton, Pepys, Behn, and Cavendish. 3 credits

EN 359 Milton: Poet & Rebel

Called "a church of one," Milton was an original thinker and a poetic genius. The course proceeds from his early poems, looks at his controversial prose, and focuses on his mature masterpieces: *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. 3 credits

EN 360 Medieval English Drama

A study of medieval dramatic literature and the history and theory of its performance, focusing on the Corpus Christi cycles and the miracle and morality plays of late medieval England. Attention to critical issues such as the civic and commercial contexts, the intermingling of the sacred and the profane, the unique symbolic language of medieval drama, orality and literacy, and the dramatization of contemporary social conditions. The performance component of the course requires either a research paper on performance history or a historically and theoretically informed stage production of a medieval dramatic text. 3 credits

EN 361 18th Century English Literature

A selective survey of 18th century English literature. Authors studied include Pope, Swift, Gray, Johnson, Boswell, Goldsmith, Burns, and Montague. 3 credits

EN 362 Autobiography

Autobiography is a presentation of the writer's self to the reader, and it has a special fascination. The author's revelation draws the reader into a unique partnership: the reader's belief joined to the author's "confession" creates the autobiographical self. This course examines autobiographical writings from St. Augustine to the 20th century and considers their purpose: What do the authors reveal about themselves, and why? How much is convention, how much the truth? 3 credits

EN 364 The Rise of the British Novel: The Beginnings to Dickens

An intensive study of the novel as a developing literary form over the first 150 years of its existence. Both stylistic and thematic aspects of this earliest or traditional phase of the novel are considered with regard to their historical evolution. Among the authors studied are Daniel Defoe, Henry Fielding, Laurence Sterne, Jane Austen, Emily Bronte, and Charles Dickens. 3 credits

EN 365 The Romantic Movement

This course concentrates on the greatest poems and shorter lyrics by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Infused with high emotion, reverence for nature, imaginative symbols and innovative forms of expression; these poems are among the richest treasures of English literature. Mary Shelley's *Frankenstein*, a hauntingly provocative novel, is also read. 3 credits

EN 366 20th Century Russian Novel

A continuation of EN 266 - The Russian Novel and Western Literatures, this course assumes some knowledge of nineteenth-century Russian writers. The course is also comparative in scope: as students read works by Russian and Soviet authors, they study parallel texts by Western and East European novelists. Course begins with the *Silver Age*; moves to post-Revolutionary fiction and versions of dystopias; later sections consider problems of exile and dual identity, as well as the effects of the Stalin years, ending with contemporary fiction from the post-Soviet era. 3 credits

EN 367 Victorian Poetry & Poetics

A study of poetry and theories of poetry by Victorian men and women. This course examines the various and varying concepts of "self" vis-a-vis Victorian culture, religion, science, politics, and sexuality in the works of some major poets. Beginning with Arnold and ending with Wilde, the course explores the poetics of literary movements such as Victorianism, Pre-Raphaelitism, Decadence, Aestheticism, and Symbolism. 3 credits

EN 368 Imperial Fictions and Colonial Voice Overs

This course examines the tenor and temper of some British novels that are also tales of colonization. These tales are measured against the responses from peoples in those colonized nations. Specifically, the course focuses on theoretical questions that address colonized subjectivities by raising questions on issues of nation/narration, minority discourse/canonical injunctions, imperial/colonial subjectivity, identity, home and location/dislocation. The foundational and overarching premise of "orientalism" (as a gaze turned upon the colonized) undergirds most of the class discussions. 3 credits

EN 370 Victorian Novels

This course forges a sense of continuity from the emergence of the novel in the 18th century to the development of the modern novel in the 20th century. By examining the various narrative strategies employed by writers during the 19th century, it re-addresses central Victorian concerns such as the tensions between the classes and the contentions between the sexes. This course also helps situate the origins of ideological, psychological, and social issues that come to dominate the modern novel by deconstructing the discourses of "self," "woman," "sexuality," and "family/marriage." We read Sand, Eliot, Dickens, Thackeray, Pater, Hardy, and Michel Foucault.

3 credits

EN 371 African American Women's Writing

This course offers a comprehensive study of writing by African-American Women, from the mid-nineteenth century to the present, including autobiography, poetry, drama, and fiction. Begins with a slave narrative, then moves to the turn of the century and the Harlem Renaissance; later writers may include Hurston, Petry, Lorde, Marshall, Walker, Morrison, Naylor, Sapphire, and Youngblood.

3 credits

EN 372 Comedy

A survey of various forms of literary, dramatic and film comedy from Aristophanes to Joseph Heller. Emphasis is on how comic writers and directors use structure, character, tone, and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and black comedy.

3 credits

EN 374 The Modern British Novel:**Henry James to the Present**

The course analyses significant developments in the British novel that occurred between the end of the 19th century and the contemporary period. Particular attention is paid to the great experimental novelists whose innovations radically changed the novel as a literary form and reflector of reality, writers such as Henry James, Joseph Conrad, D.H. Lawrence, James Joyce, and Virginia Woolf.

3 credits

EN 375 Postmodernism in World Literature

A continuation of EN 397 Modernism, this course explores fiction from 1945 to the present, as well as theories of the post-modern. Writers may include Beckett, Borges, Robbe-Grillet, Nabokov, Calvino, Brooke-Rose, Morrison, Handke, Auster. Some topics for discussion are reflexivity, detection, labyrinths, madness, urban experience, gender and creativity.

3 credits

EN 376 Modern Drama

Selected readings of major modern Western plays from around 1850 to the end of the Second World War in 1945. The course includes plays from such major Western dramatists as Buchner, Ibsen, Shaw, Pirandello, Chekhov, and Brecht, with an occasional inclusion of lesser or non-canonical figures. The course operates in the form of a seminar and focus on close and careful reading of selected plays, paying attention to thematic and structural elements, conventions of the form or genre, and the cultural-material conditions under which the plays were created.

3 credits

EN 377 Contemporary Drama

This course includes close and careful reading of contemporary plays from around 1950 to the present, beginning with Beckett and ending with the most recent plays available in text form. This course has a seminar format, and requires attendance and critical review of at least one live performance. Besides close and careful attention to thematic and structural elements and to conventions underlying dramatic form or genre, this course addresses the cultural-material conditions under which selected plays were created.

3 credits

EN 378 The Spirit of Place -**Environment as a Shaper of Identity in America**

This course explores the psychological, sociological, and physical effects of the American Environment from the East coast to the West coast through essays, drama, novels and poetry. Through the writings of Arthur Miller, Tennessee Williams, Robert Frost, Emily Dickinson, Willa Cather, Edith Wharton, Nathaniel West, Wendell Berry, Philip Levine, M. Scott Momaday, among many others, the student studies the connection between place and soul as the sociological history of America unfolds chronologically. The student is able to better understand his/her identity rooted in a particular place through the mirror of the literature.

3 credits

EN 379 Film and Literature

This course begins with a survey of the film industry's historical dependency upon literary properties. A comparison analysis is made of specific films adapted from novels, plays, short stories, and poems. The overall intention of this course is to provide the student with a historical and critical perspective on the film as an art form.

3 credits

EN 380 Colonial American Literature

A survey of American literature between 1620 and 1830, focusing on the historical, theological, political, and personal contexts that conditioned the development of a recognizably "American" mode of literary representation. Authors include Shepard, Bradstreet, Rowlandson, Wheatley, Jefferson, Franklin, Brown, and Irving.

3 credits

EN 381 American Romanticism

An introduction to selected transcendentalists and the flowering of intellectual and social life in America from 1830 to 1865. The course explores the relationship between the literature and the cultural and political history of the period, including a study of paintings, photographs, and other material culture. Among the authors to be read are Emerson, Thoreau, Poe, Hawthorne, Melville, Douglass, Davis, Whitman, and Dickinson.

3 credits

EN 382 American Literature: 1865-1920

This course explores the evolution of realism after the Civil War and the subsequent naturalistic movement in American literature. Among the topics to be discussed are the rise of social activism, literary journalism, and documentary photography; theories of social elevation and the black intellectual; changing roles of women and the construction of gender; neurasthenia and theories of medical treatment; the impact of economic theory and technology on literature. Authors studied include Twain, James, Crane, Washington, Du Bois, Norris, Wharton, Chopin, and Gilman.

3 credits

EN 383 American Literature: 1920-1950

The development of the modern American writer is traced from the post-World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others, are considered.

3 credits

EN 384 American Literature: 1950-Present

Significant developments in American fiction and poetry from the period immediately following World War II to the present are studied. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others, are considered. *3 credits*

EN 385 The New Woman in American and British Literature, 1900-1930

This course examines the creation of the New Woman, a primarily urban cultural phenomenon that gripped the American and British popular imaginations in the early twentieth century. But who, precisely, was she, what did she want, and what was her lasting impact on a society and a literature that she both inspired, and, in many cases, invented? We focus on representations of this bold, independent new ideal in novels by Anita Loos, Anzia Yezeirska, Jessie Fauset, Rose Macaulay, Nella Larsen, and others, to consider the social, economic, and political forces that produced, championed, and undermined early twentieth-century feminist writing. *3 credits*

EN 386 Native American Literature

The major focus of this course is on novels, short stories and poems written by American Indian writers during the twentieth century. For purposes of background some attention is also given to a number of significant works composed prior to this century. The texts are examined primarily for their literary value, yet the course also examines the broad image of American Indian culture that emerges from these works. Attention is given to the philosophical, historical and sociological dimensions of the material. *3 credits*

EN 387 The American Novel

Tracing the American novel from its imitative beginnings to its development as a unique literary form is the matter of this course. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc., are examined during the semester. *3 credits*

EN 388 Jewish Literature

Mohammed, founder of Islam, called the Jews the "People of the Book." Starting with the story of God's giving of the Law to Moses on Mt. Sinai, written narrative has been central to Jewish identity and the Jewish search for meaning. This course surveys Jewish literature (sacred and secular) from Torah (the Hebrew Bible) to the modern day, but will concentrate on modern writings. It focuses on the ethical, historical, imaginative, philosophical, and humorous richness of Judaism. Among the authors read are Maimonides, Sholom Aleichem, Franz Kafka, I.D. Singer, Bernard Malamud, Philip Roth, Aharon Appelfield, and other American, European, and Israeli writers. *3 credits*

EN 389 Literature and Religion: The American Experience

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions. *3 credits*

EN 390 Modern Poets and Belief

A reading of Yeats, Hopkins, Eliot, Frost, and Stevens. These poets - important in themselves - adopt various strategies in confronting the modern industrial and technological world. Their individual beliefs offer a momentary stay against confusion and provide striking contrasts. *3 credits*

EN 391 Myth in American Literature

This course starts with an introduction to myth, in general, as an imaginatively conceived worldview or explanation of the meaning of life. Among the topics considered are the nature and genesis of myth, and the function of myth for the individual in the search for meaning and for the community in its search for collective meaning. These ideas are then applied to mythic themes which have given structure to the American experience, particularly to the Myth of Adam, the Fall, the Seduction of Innocence, and Coming of the Tragic Hero, and Rebirth and Redemption. Among the American authors read are Emerson, Hawthorne, Melville, Howells, James, Dreiser, Fitzgerald, Faulkner, Flannery O'Connor, and Vonnegut. *3 credits*

EN 392 The City in Literature

This course explores literary evocations of the city, focusing on different material each semester, from an interdisciplinary perspective. In many ways, a city is as much a mental landscape as a physical one; books on the city refer to it as image, idea, metaphor, vision, myth, and catalyst. We consider how these terms apply to a representation of a metropolis, as well as how one can look at the city as artifact, fiction, construct. Other possible topics for discussion include the traditional dichotomy of country vs. city, the relationship between gender and urban representation, and the connections between literature and other fields. *3 credits*

EN 393 James Joyce's Ulysses

Analysis and interpretation of James Joyce's comic novel, *Ulysses*. Emphasis is on intensive reading of the text and extensive reading of related criticism and scholarship. Prerequisite: *Reading of Dubliners and Portrait of the Artist as a Young Man*. *3 credits*

EN 394 The Inklings:

Tolkien, C.S. Lewis, Charles Williams

"The Inklings" were a remarkable group of Oxford dons whose writings still influence millions of readers. As a recent literary phenomenon they deserve serious attention, both as a group and individually. The course concentrates on their fictional works (the making of *Other Worlds*) as well as their literary theories. Some acquaintance with Tolkien's *Lord of the Rings* is presumed. *3 credits*

EN 395 The Adolescent in Literature (Coming of Age in Literature)

This course addresses itself to two concerns: a study of the evolution of the idea of adolescence and the appearance of the adolescent in literature, and preparation for those who intend to teach English in high school. The course involves a study of the subject from an interdisciplinary perspective. Students are responsible for an independent study presentation. Works studied may include: *Henry IV, Parts 1 and 2*, *Romeo and Juliet*, *The Diary of Anne Frank*, and fairy tales and poems about coming of age. *3 credits*

EN 396 The Quest for Meaning in Children's Literature

There is a large body of important literature for and about children that merits the attention of all serious students of literature. This course is an in-depth study of the search for existential meaning in some old and modern works that reflect the child's view of the world and the adult's view of childhood. Readings include *Classic Fairy Tales* (ed. by Opie), Grahame's *The Wind in the Willows*, E.B. White's *Charlotte's Web*, O'Dell's *Island of the Blue Dolphins*, and Oerski's *Childhood*. This course is not open to students who have taken EN 293, *Classics in Children's Literature*. *3 credits*

EN 397 Modernism in World Literature

The course is a comparative study of the period from roughly 1885-1940, focusing on fiction but also including poetry as well as developments in the other arts (painting, architecture, music, film). The course considers various concepts of modernism and the avant garde, beginning with Baudelaire; authors may include Hamsun, Kafka, Proust, Gide, Woolf, Stein, Olesha, Barnes, Bulgakov, Beckett, Hurston, Pirandello, Nabokov, Ellison, Garcia Marquez, Morrison. Possible topics for discussion are changing views of time and space, experiments with narrative development and presentation of character, the role of technology in twentieth-century culture, and new theories of language and the psyche. *3 credits*

EN 398 Women and Fiction: An International Perspective

A comparative study of fictional works by women. The course begins with discussion of issues raised in Woolf's *A Room of One's Own*, before focusing on twentieth-century writers from a range of national literatures and cultural backgrounds. Authors may include Wharton, Petry, Linspector, Aidoo, Head, Yoshimoto, Voznesenskaya, Alvarez; topics addressed are women's creativity and their strategies in fiction, their roles in the family, love and/or marriage, work - whether domestic or public, women's relationship to the polis - community, city, state - and their contribution to its culture. *3 credits*

EN 399 Independent Study

See Department Chair for details.

3 credits

Writing Courses

EN/W 200 Creative Writing

This course is designed to foster creativity and critical acumen through extensive exercises in the composition of poetry and fiction. (Formerly EN/W 300) *3 credits*

EN/W 202 Creative Writing: Poetry I

This is a workshop course concentrating on the analysis and criticism of student manuscripts, though a portion of the course is devoted to a discussion of major trends in contemporary poetry and significant movements of the past. Consideration is given to traditional forms, such as the sonnet and villanelle, as well as to modern experimental forms and free verse. Students are advised how to prepare and submit manuscripts to publishers. (Formerly EN/W 302) *3 credits*

EN/W 204 Creative Writing: Drama

For the student who desires a workshop approach to the composition of drama for the stage. Attention is given to the physical aspects of the stage and to problems of acting and production as they impact on the written word. The course concentrates on analysis of student manuscripts, and there is also some discussion of the work of major playwrights to illustrate various aspects of dramatic technique. (Formerly EN/W 304) *3 credits*

EN/W 205 Creative Writing: Fiction I

This course is for the student who seeks an intensive workshop approach to the composition of fiction. Emphasis is on the short story, and the course focuses on the analysis of student manuscripts, though there is also some discussion of the work of significant authors (past and present) as a way of sharpening the student's awareness of technique. The literary marketplace for fiction is also discussed. *3 credits*

EN/W 209 Classical Rhetoric and Contemporary Applications

Throughout the centuries, rhetoric - the study and practice of effective communication - has been a cornerstone of liberal education. In this course, students examine classical rhetorical theory and apply its insights to their own writing. Students read selections from the Sophists, Plato, Aristotle, Cicero, Quintilian and others, and practice skills essential for persuasive writing and speaking, such as audience analysis, invention, arrangement, and the development of style. (Formerly EN/W 307) *3 credits*

EN/W 213 Oral Interpretation of Literature

An introduction to the art and techniques of reading literature to an audience. Using poems and excerpts from short stories, novels, and essays, as well as scenes and monologues from plays, students learn how to analyze the dramatic situation in a piece of literature, identifying its speaker, audience, setting, message, purpose, and tone. They learn how to edit longer pieces, how to prepare a reading script, and how to work with that script in hand. They also receive instruction in vocal techniques and speech to help them become better oral readers. EN/W 213 is especially recommended for majors in English, Visual and Performing Arts, and Education. (Formerly EN/W 313) *3 credits*

EN/W 214 Professional Presentations:**Writing and Delivery**

The ability to speak confidently and convincingly is an asset to everyone who wants to take an active role in his or her workplace and community. This course is both interdisciplinary and writing-intensive, offering students the necessary tools to produce audience-centered presentations and develop critical thinking skills. It also includes an introduction to the techniques of argumentation, persuasion, and the use of technology in presentations. (Formerly EN/W 314) *3 credits*

EN/W 220 News Writing

This introductory course emphasizes the techniques used by reporters to collect information and write stories, primarily for newspapers but also for magazines, the Internet, and broadcast outlets. Students learn how to gather information, interview sources, write leads, structure a story, and work with editors. Students analyze how different news organizations package information, hear from guest speakers, and visit working journalists in the field. Students develop a higher level of "media literacy" and learn how to deal with the news media in their career. *3 credits*

EN/W 221 Contemporary Journalism

This intermediate level course sharpens student news gathering, writing and editing skills and prepares them for the demands of journalism jobs in the 21st century. Students write longer story packages, both in conventional print formats and in HTML language for World Wide Web distribution. Students cover on-campus and off-campus events, and also discuss libel and ethical concerns that can affect their writing and careers. (Prerequisite: EN/W 220 or permission of instructor.) *3 credits*

EN/W 222 Journalism Editing and Design

Editing skills are in high demand in today's journalism job market, both for traditional and on-line sources of information. This intermediate level course emphasizes conciseness, precision, accuracy, style, and balance in writing and editing. The course includes researching and fact checking, basic layout and design, headline and caption writing, and on-line editing. (Prerequisite: EN/W 220 or permission of instructor) *3 credits*

EN/W 290 Writing and Responding

This course serves as an introduction to the field of contemporary composition theory. Composition theorists consider ways of responding to the words of other people in a manner that is thoughtful, careful, and provocative. At the same time, they learn that by responding to the work of others, they ultimately become better writers and better thinkers themselves. This course focuses specifically on the types of response appropriate for one-to-one work with writers. Students also gain hands-on experience in the course by writing extensively, sharing writing with other members of the class, and critiquing student texts and engaging in trial tutoring sessions. This course is a prerequisite for anyone wishing to apply for a paid position as a peer tutor in the Fairfield University Writing Center. *3 credits*

EN/W 295 Composition and Style

This course is designed as an intermediate course in basic non-fiction prose for those who wish to work further than EN 11 on their writing skills. Emphasis is on the cultivation of an individual style in short essays on everyday topics. *3 credits*

EN/W 302 Creative Writing: Poetry II

In a workshop setting the class discusses six assignments - writing about a painting or writing in a structured form, like a sestina or sonnet. Besides looking at models that illustrate individual assignments, the class reads collections by six poets and discusses a book on traditional forms. (Prerequisite: EN/W 202). *3 credits*

EN/W 305 Creative Writing: Fiction II

This advanced course is for those students who have taken Creative Writing: Fiction I, or for those serious writers who have been writing on their own and have obtained the instructor's permission. This workshop further develops skills begun in Fiction I by looking closely at the craft of fiction. Students must produce a substantial body of quality work, such as several full-length short stories or substantial revisions, a novella, or several chapters of a novel. In addition to reading selections from published fiction writers, students must read and comment extensively on their peers' work. (Prerequisite: EN/W 205 or permission of instructor) *3 credits*

EN/W 309 Topics and Techniques for Women Writers

In response to feminist commentaries on the problems encountered by women writers, students seek to understand them through selected readings from eminent critics and contemporary authors, and to overcome them in weekly writing assignments with a gender orientation. These may be familiar essays, personal memoirs, fictional vignettes, persuasive argument, or literary criticism. Ultimately they are encouraged to develop their special assets as writers on feminist topics. The seminar consists of workshop discussions in which peers evaluate each other and themselves in terms of their individual writing goals and their techniques for achieving them. All applicants for the course are invited to consult the instructor for clarification of its purpose, but such consultation is not required. *3 credits*

EN/W 310 Advanced Composition

This course is designed to develop mature writing skills through intense study of the essay and other non-fiction forms. Students read and write a broad range of non-fiction forms - including personal narratives, "familiar" essays, argument, and humor. (Formerly EN/W 311) *3 credits*

EN/W 311 Advanced Composition for Secondary School Teachers

This course has two goals. The first is to help students to develop mature writing skills through intense study of the essay and other non-fiction forms. The second goal is to introduce students to research in composition that will help them teach writing in their own classrooms. Students read and write a broad range of non-fiction forms - including personal narratives, "familiar" essays, argument, and humor. Students also read articles on composition theory. *3 credits*

EN/W 312 Writing Research Papers

The purpose of this advanced writing course is to develop the skills necessary to write research papers, including the skills of interpretation, critical thinking, and argumentation. The course focuses on four principal areas: techniques of reading and assimilating source material; appropriate use of source material in writing assignments (including topics such as effective use of quotations, methods of documentation, and plagiarism); short writing assignments that require different methods of using source materials; and the process and writing of a major research project. *3 credits*

EN/W 317 Traditional and Structural Grammar

This course has the primary function of providing a solid background in traditional and structural grammar so that students can apply this background to what they write and how they write it. Therefore, students apply to their own writing what they learn about the parts of speech and about phrases, clauses, and sentences. To achieve greater linguistic sensitivity and mastery, students also learn how to analyze both the smaller components of language (sounds and word segments) and the more complex and elusive elements of style. *3 credits*

EN/W 320 Writing and Selling the Magazine Story

This workshop course teaches students how to generate and develop feature story ideas. Students conduct research, write and revise stories, then market articles to magazines. The stories may take the form of personality profiles, consumer stories, trend pieces or other soft news approaches. Story-telling techniques and use of alternative leads are stressed. Students research potential print and on-line magazines and write pitch letters. (Prerequisite: EN/W 220 or permission of instructor.) *3 credits*

EN/W 321 Broadcast News Writing

Students in this advanced course learn how to plan, write and edit hard news and feature news stories for radio and television. Topics include the difference between writing for broadcast and print, story structures, teasers and lead-ins, copy preparation and style, broadcast terminology, and how to write a package with narration, visuals and interviews. Students hear from broadcast professionals and visit radio and TV news operations. (Prerequisite: EN/W 220, comparable broadcast experience or coursework, or permission of instructor.) *3 credits*

EN/W 322 Sports Reporting

Students in this advanced course learn how to capture the drama of sports events, on and off the field. They learn to write traditional game stories and profiles while also strengthening skills in interviewing, writing under deadline pressure and analyzing statistics. But they also go beyond spot stories to explore and write about the bigger picture, newer issues, and the overall allure of sports. (Prerequisite: EN/W 220, or permission of instructor.) *3 credits*

EN/W 324 Political and Government Reporting

Students in this advanced course gain experience in reporting on campus and local government events, state and federal government activities, public opinion polls, and political campaigns. Guest speakers from politics and journalism help students deepen their understanding of the role of the press as a watchdog over government. (Prerequisite: EN/W 220, comparable Politics coursework, or permission of instructor.) *3 credits*

EN/W 325 Environmental Reporting

It is hard to pick up a newspaper on any given day and not see stories about a wide range of environmental problems. From land use disputes to problems with air, land, and water pollution, environmental concerns touch the lives of everyone. This course is designed to give students experience in reporting and writing about the environment and related science and health concerns. Students meet with environmental reporters for newspapers and magazines, visit environmental sites, and then write about these issues at the local, state, national, and possibly international level. Students also report on case studies of past environmental issues to examine the challenges of covering this field. There is no prerequisite course, but students are urged to have completed some course work in journalism, environmental science, environmental studies or environmental course in applied ethics. *3 credits*

EN/W 332 Business Writing

This course investigates the demands of business writing, including designing documents that visually display information and invite readers to read either quickly or thoroughly. Theoretical issues are stressed, as well as practical skills. Students practice writing skills on a variety of projects including memos, proposals, reports, collaborative writing, and writing as part of the job-hunting process. Learning goals include understanding the purposes of writing in business and industry, writing with a clear sense of audience, becoming familiar with document design and electronic communication, ethical and cross-cultural issues, and reviewing scholarly writing and research in this academic field. *3 credits*

EN/W 335 Technical Writing

This course investigates the theory and practice of writing in technical fields. Students are introduced to types of oral, written, and hypertext communication that technical writers use in workplace settings. In-class writing activities, workshops, and lengthier projects familiarize students with the styles, organizations, and formats of various documents and prepare students for the special demands of technical writing. Students are also introduced to research and scholarly writing in the academic field. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school, as well as technical writing professionals and practitioners who wish to plan, research, and write more effectively. *3 credits*

EN/W 336 Issues in Professional Writing

This course investigates a variety of issues relevant to contemporary professional writing. In addition to surveying theoretical positions in the discipline, the course also emphasizes preparing effective written products for both academic and professional settings. In-class writing activities, workshops, and lengthier projects prepare students to think critically in this dynamic and ever-changing profession while familiarizing them with the writing styles, organizations, and formats of various documents. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school, as well as professional writing practitioners who wish to plan, research, and write more effectively and efficiently. Possible topics investigated in this course may include the following: International Technical Writing; Gender, Writing, and Technology; Technical & Professional Editing. Prerequisites EN 11/12 and one of the following: EN/W 332, EN/W 335, or instructor permission. Students are allowed to take this course twice under different subtitles. *3 credits*

EN/W 338 Persuasive Writing

This course is for students who wish to strengthen their skills in argument. Students write for a variety of audiences in a variety of forms including editorials, proposals, and a persuasive Web page. Revision is emphasized. Classes include some workshops and peer editing sessions. Students are encouraged to develop a clear, forceful prose style. *3 credits*

EN/W 340 The World of Publishing: Working on Fairfield's Dogwood Magazine

This basic course introduces students to the field of publishing, particularly the field of book and magazine publishing. Its two primary goals include providing students with a solid foundation regarding the publishing field (e.g., selecting and editing manuscripts, book/magazine production, and marketing), as well as offering a practical hands-on experience similar to what they would receive in an internship position at a magazine or publishing house. In addition to lectures and discussion, the course also involves students with working on the University's national literary magazine, Dogwood. Students interested in entering the publishing field will benefit from this course. *3 credits*

EN/W 345 (Fall) or EN/W 346 (Spring) Internships

The intern program allows students to gain on-site experience in the fields of journalism, publishing, and public relations through supervised work for local newspapers, magazines, publishers, and news agencies. These positions are available upon recommendation of the Department Intern Supervisor, under whose guidance the students assume the jobs, which require 10 to 15 hours a week. Students may take one internship for credit toward the English major. Students may take a second internship for elective credit. *3 credits*

EN/W 347 (Fall) or EN/W 348 (Spring) Independent Writing Project

Individual tutorials in writing. Students can obtain credit for writing for The Mirror, The Sound, or for other projects of personal interest. By permission of instructor. (Note to majors: Only one Independent Writing Project can be counted as fulfilling the need for five field electives to complete the major. The department will consider exceptions only if multiple Independent Writing Project courses cover different subject areas; approval in advance is required.) *3 credits*

Program in

Environmental Science

Program Director: Brousseau (*Biology*)

Participating Faculty: Beal (*Physics*); Brousseau, M. Hill, Klug, Osier, Poincelot (*Biology*); Steffen (*Chemistry*)

Advisory Board: Beal (*Physics*); Brousseau (*Biology*); DeWitt (*Philosophy*); E. O'Connell, Steffen (*Chemistry*)

Issues of environmental research, regulation and responsibility are pervasive in today's society. The scientific value of preparing environmentally literate students is substantial, and goes beyond technical training for specific environmental vocations. As an interdisciplinary field of inquiry, environmental science can provide students an important framework for addressing issues in both scientific and social settings.

This program will lead to an interdisciplinary minor in environmental science by combining lecture and laboratory courses from the Biology, Chemistry and Physics Departments. Course work will culminate in an individual senior capstone experience, which will be either a research project or an internship. While the minor will be open to any major, it will be of particular interest to science majors planning on graduate school programs or careers requiring an interdisciplinary knowledge of environmental science.

The basic prerequisite for the minor is General Inorganic Chemistry I and II (CH 11-12). As such, it is open to students who major in Biology, Chemistry, Physics, Neuroscience, or Psychology on the B.S. track, and any other major linked with a pre-med concentration. All other majors would first have to satisfy the requirement of General Inorganic Chemistry I and II (CH 11-12) to enter the minor. A total of 17 credits are required for the minor which consists of four courses and the senior capstone experience.

Required Courses: 17 credits

1. BI 260 Ecology (4 credits)
2. BI 270 Environmental Health & Safety (3 credits)
3. CH 220/PS 220 Pollution in the Environment (4 credits)
4. One elective (3 credits) from the following:
 - AE 284 Environmental Ethics
 - BU 120 Environmental Management and Policy
 - EC 120 Environmental Economics
 - EC 215 U.S. Environmental Policy
 - EN 378 The Spirit of Place: Environment as a Shaper of Identity in America
 - EV 150 Earth Environment
 - HI 362 The Frontier: Man, Nature and the American Land

5. One capstone semester of either Biology, Chemistry, or Physics Research (3 credits)
OR
Biology, Chemistry or Physics Internship (3 credits)

Capstone Experience Overview

Students in their senior year will take either one semester (required) or two semesters (optional) of biology (BI 395-396 Research, BI 397-398 Internships), chemistry (CH 398 Research and Seminar) or physics research or internship (PS 391-392 Theoretical/Experimental Independent Study) as their capstone experience. Research projects in **biology** include: marine invasion ecology, marine products as biostimulants, structure and function of aquatic ecosystems; plant-insect interactions; in **chemistry**: hormonal mimics, innovative techniques to sense nutrient pollution of water bodies; and in **physics**: instrumentation methods to detect pollution in air, sediment and water. Internships are currently available at Bridgeport Hydraulic Company, Maritime Center (Norwalk, Conn.), MIT (Cambridge, Mass.), Mystic Marineline Aquarium (Mystic, Conn.), Nature Center for Environmental Activities (Westport, Conn.), New England Aquarium (Boston, Mass.), Stratford Conservation Commission (Stratford, Conn.), Woods Hole Oceanographic Institute (Woods Hole, Mass.), Audubon Coastal Center (Milford, Conn.), and industrial laboratories involved in environmental testing and consulting.

For course descriptions, see the appropriate sections in this catalog:

AE	Applied Ethics
BI	Biology
BU	Business
CH	Chemistry
EC	Economics
EN	English
HI	History
EV	Environmental Studies

Program in

Environmental Studies

Director: Lisa H. Newton (*Philosophy*)

Advisory Board: Brousseau (*Biology*), Franceschi (*Economics*), Greiner (*Nursing*), V. Newton (*Physics*)

As national and worldwide concern for the deterioration of our natural environment increases, it becomes imperative to subject environmental issues to systematic analysis and study. An understanding of these issues will complement and enhance careers in law, academics, health sciences and business, and give citizens the information they need to take an active and intelligent part in their own governance.

Since the issues of the environment, whether appearing in professional life or in the political arena, are couched in the language of values and moral choice, their consideration is particularly appropriate in universities committed to serious study of the ethical dimensions of public policy. To make such consideration possible, Fairfield's Program in Environmental Studies offers a series of core and elective courses and seminars, and a 15-credit minor.

Requirements for the Minor:

A student will be able to minor in Environmental Studies by taking at least fifteen credits of courses that focus on environmental issues from a variety of disciplinary perspectives. The normal sequence includes:

Introduction

EV 150 Earth Environment

Natural Sciences

Biology (*one of the following*)

BI 75 Ecology and Society
(*by way of exception*)

BI 76 Introduction to Environmental Science

BI 79 Rainforest Ecosystems

BI 260 Ecology

Physics

PS 93 Energy and the Environment

Chemistry

CH 85 Chemistry, Energy and the Environment

Social Sciences (*one of the following*):

Business

BU 120 Environmental Management and Policy

BU 220 Environmental Law and Policy

Economics

EC 120 Environmental Economics

EC 215 United States Environmental Policy

Humanities (*one of the following*)**English**

- EN 271 The Frontier in American Literature
 EN 378 The Spirit of Place: Environment as a Shaper of Identity in America

History

- HI 287 A Green History of Latin America
 HI 362 The Frontier: Man, Nature and the American Land

Ethics and Policy (*AE 284 and one other*)**Applied Ethics**

- AE 284 Environmental Ethics
 AE 275 Global Environmental Issues
 AE 278 Ecopsychology [approval pending]
 AE 283 Environmental Justice
 AE 297 Ecofeminism

Capstone

- EV 300, Seminar on the Environment
 And/or: AE/EV 399, Independent Study/Internship

A course in Statistics is highly recommended. Students are permitted to double-count Environmental Studies courses with all core and major requirements. Substitutions for the courses listed above may be approved by the program director in individual cases, except for the required Capstone seminar, EV 300.

Please see department listings for descriptions of the courses above, and of those following, which may be taken as electives to complete the minor program:

- BI 80 Tropical Marine Biology
 BI 261 Wetlands Ecology
 BI 270 Environmental Health and Safety
 BI 363 Coral Reef Ecology Seminar

Course descriptions for courses central to the Minor

EV 150 Earth Environment: Introduction to Physical and Human Geography

This course examines the spatial patterns of the natural forces that build up and break down the earth's exterior, and their impact on human life; it studies the spatial patterns of human behavior, in its impact on the earth and on other human beings. The use and understanding of maps will be stressed, in the consideration of continental drift, oceans, earthquakes, volcanoes, soil formation, weather systems, natural resources and the impact of population growth, agriculture, urbanization and mass migrations. No prerequisites. *3 credits*

BI 76 Introduction to Environmental Science

This course is designed to introduce students to the science of the environment. Basic science concepts in biology, chemistry and physics are applied to complete a general survey of the environmental "spheres," covering the hydrosphere (hydrology), lithosphere (geology), atmosphere (meteorology) and the biosphere (ecology). Interconnections among these fields of inquiry as they relate to current environmental issues are developed through lecture, field and in-class "laboratory" exercises. Students acquire the scientific basis on which to formulate their own perspectives on living in the environment. *3 credits*

PS 93 Energy and Environment

This course introduces topics relating to work, energy, and power. Many of the environmental consequences resulting from our use of energy will be explored. The finite nature of our fossil fuels will be examined, as well as many of the alternatives to energy resources, including solar energy, wind, tidal, and geothermal energy, nuclear fission, and nuclear fusion. Mathematical prerequisites are limited to arithmetic and simple algebra. *3 credits*

AE 284 Ethics and the Environment

This course describes the controversies and dilemmas surrounding the understanding, utilization, and preservation of the natural environment. A preliminary study of the scientific, legal, and ethical principles governing our approach to nature, and the complex interrelation of these principles, will be followed by an examination of salient environmental issues. Conservation of resources, population growth, energy use, pollution, and global climate change will be explored from biological, economic, political and philosophical perspectives. Opportunities will be provided for students to follow up problems of special interest. Prerequisite: one course in Philosophy and one course in Religious Studies. *3 credits*

EV 300 Seminar on the Environment (Capstone Experience)

Environmental Studies naturally integrates the hard sciences (biology, chemistry, and physics), the social sciences (including politics, law, and business) and the humanities (especially English literature and religious studies). It already has its own Ethics component, interdisciplinary in content between policy studies and philosophy. The Capstone Experience will provide each student with an opportunity to review perspectives on the natural environment from each of these disciplinary groups, and to conduct an independent research project which must demonstrate, in one limited problem, a mastery of the scientific basis, the policy options, the ethical implications of these options and their larger cultural significance. *3 credits*

EV 299 and EV 399 Independent Study on the Environment

Any student may propose, and having acquired support from one faculty member and the Dean proceed to execute, an interdisciplinary project on environmental issues. EV 299 may be taken at any stage in the student's career; EV 399 is reserved for seniors who are minoring in Environmental Studies, and is conjoined with an internship with some organization involved in preserving or managing the natural environment. *3 credits*

French

(see *Modern Languages and Literatures*)

German

(see *Modern Languages and Literatures*)

Greek and Roman Studies

(see *Classical Studies*)

Hebrew

(see *Modern Languages and Literatures*)

Department of

History

Professors: Coury, McFadden (*Chair*)

Associate Professors: W. Abbott, Behre-Miskimin, Bucki (*Internship Coordinator*)

Assistant Professors: Forsythe, Kazura, Li, Petry, Rosenfeld

Lecturers: Hohl, McCoy

The Department of History introduces students to the richness and complexity of the human experience. The discipline of history trains students to understand history as "process": to research, analyze, synthesize, and critically evaluate evidence. To the historian, factual information is never an end in itself, but a means to understand how the conditions of our own day evolved out of the past. Those who major or minor in history receive a broad preparation for entrance into graduate school and the traditional professions of law, government, foreign service, journalism, business, and teaching. The Department participates in interdisciplinary programs, including American Studies, Asian Studies, Black Studies, Environmental Studies, Judaic Studies, Latin American and Caribbean Studies, International Studies, Russian and East European Studies, Women's Studies, and University Honors. Students who attain high standards of scholarship are sponsored for membership in the Department's Psi Theta Chapter of Phi Alpha Theta, the International Honor Society for History, and participate in the special programs under its auspices.

The Major

For the B.A. degree in history, the major must complete History 30 and at least nine upper-division history courses (100 level and above). Four of these nine courses must be designated as advanced (300 level) of which at least two must involve a major research paper. The research seminar requirement may be fulfilled through HI 399. To ensure a broad background in historical study, majors are required to complete two upper-division courses in European history, two upper-division courses in U.S. history, and two upper-division courses in non-Western history (Africa, Asia, Latin America, Middle East). At least one of these upper-division courses must focus primarily upon a period prior to 1750; at least one must focus primarily upon a period after 1750.



The Minor

The history minor must complete History 30 and at least five upper-division courses, two of which must be courses designated as advanced (300 level). Of the five upper-division courses, the minor must take at least one in European, one in U.S., and one in non-Western history.

To ensure a well-planned and coordinated program, students are required to work closely with their history faculty advisor.

Introductory Courses

The University requires that all students take two history courses as part of their humanities studies within the liberal arts core curriculum. This requirement is fulfilled by HI 30 plus one intermediate-level course.

HI 30 Europe and the World in Transition

The course examines the history of Europe and its relationship to the world beyond from the end of the Middle Ages through the 19th century. Emphasis is placed on the cultural, social, economic, and political forces and structures that led to the development of commercial and industrial capitalism, and upon the effects of this development on Europe, the New World, Asia, and Africa. Topics include the Renaissance and Reformation, European expansion and colonialism, the development of strong nation states, the Enlightenment, the Industrial Revolution and conflicting ideological and political responses, changing social, family, and gender relationships, and the increasing interaction of Europeans and non-Europeans. Critical analysis of primary and secondary sources develops skills in historical methodology that are of great value in many other academic pursuits. These skills are enhanced through written assignments and class discussions. *3 credits*

Intermediate Courses, 200-299

All intermediate courses require HI 30 as prerequisite.

HI 200 The Birth of the Post-Modern World, 1850-1950

In the second half of the 19th century industrial, social, and scientific progress enables the West to conquer the globe. But the increasing mechanization of society brings the alienation of the individual and the growth of class and racial antipathies. A wave of -isms (Marxism, nationalism, imperialism, etc.) increases the stress. Ultimately the impact of two world conflicts demonstrates the fragility of Western supremacy and raises major problems of relationships with the Third World and the social revolutions within the old system. *3 credits*

HI 203 European Society in the Middle Ages

The social history of Europe from the agricultural revolution of the 11th century until the end of the Hundred Years War. From feudalism and the concept of courtly love, to the bitter power struggles of popes and monarchs, emphasis will be on the emerging institutions - secular and religious - which came both to define Western Europe in this and subsequent ages, and to provide its most enduring rifts and hatreds. The role of women in medieval society, the persecution of Jews and other minorities, the Crusades, and the Black Death are considered in depth, with particular focus on their impact on the lives of average Europeans. Readings from primary and secondary sources. *3 credits*

HI 205 Jews and Christians in Europe

This course surveys the history of Jewish-Christian interaction in Europe from late antiquity until the Dreyfus Affair, with emphasis on the ten centuries between the 9th and the 19th. Using primary and secondary sources, literature, and film, students will explore the complex relationships between Jews and Christians in these years, including often overlapping instances of persecution, segregation, disputation, coexistence, assimilation, and cooperation. The changing lives of Jewish and Christian Europeans will be studied against the backdrop of the major political events, social shifts, and intellectual trends that profoundly altered European society in this extended period. Prerequisite: HI 30. *3 credits*

HI 210 The Third Reich

This course examines the origins and legacy of the Nazi dictatorship of 1933-45. We explore the wide range of factors that paved the way for Nazism by examining the long-term "peculiarities" of German history, the short-term crises of the years 1918-33, and the pivotal role of Hitler and the German people in bringing the Nazis to power. Thereafter, we examine the social, economic, political, and cultural life of the Third Reich, and then turn to Hitler's unleashing of World War II and the Holocaust. We conclude by surveying the lingering legacy of the Third Reich in postwar German and European memory. (Formerly HI 310) *3 credits*

HI 211 Modern Germany I

The long road to Hitler begins: The tragic duality of German history - saviors and savages, soldiers and artists. Luther's break with Rome creates the never-solved problem of one Germany or two. The Hapsburg and Hohenzollern struggle for leadership pits universalism against nationalism. Germany embraces and then rejects the Enlightenment. The impact of the French Revolution and Napoleon forces the Germans into a united effort that, after the disastrous Revolutions of 1848, is crystallized into a national state by Bismarck. The Second Reich is born as a militarist, newly industrialized Germany.

3 credits

HI 212 Modern Germany II

This course examines the turbulent history of modern Germany from the Second German Empire, or Kaiserreich, to the present-day Federal Republic. Themes include the destabilizing emergence of Germany as a great power in the late 19th century, the outbreak of the First World War, the collapse of the Empire, and the revolutionary upheaval of 1918-1919. Thereafter we examine the birth of the ill-fated Weimar Republic, the rise of Nazism, and the establishment of the Third Reich. Hitler's unleashing of the Second World War, his genocidal campaign against the Jews, and Germany's ensuing wartime devastation, occupation, and division constitute our next focus, after which we examine the postwar political, social, and cultural development of West and East Germany, up through the nation's unification in 1990.

3 credits

HI 215 Ireland from the Middle Ages to Present

This course examines political, religious, economic, and social developments in the Irish island from early medieval times to the present day. Topics include Celtic culture and civilization, the coming of Christianity, the Viking and Norman invasions, the English conquests in the 16th and 17th centuries, the 18th-century Protestant Ascendancy, the subsequent struggle for Catholic Emancipation and Home Rule, the Potato Famine of 1845-50, the struggle for independence during the early twentieth century, the ultimate establishment of the Irish republic, the current problems in Northern Ireland, and the historical ties between Ireland and the United States.

3 credits

HI 216 Rise of the British Empire

This course examines British overseas expansion between 1500 and 1815: the Tudor-Stuart conquest of Ireland, the establishment of the North American colonies and West Indian plantations, the growth of British power in India during the 18th century, and the early phases of British rule in Canada, Australia, and South Africa. The causes and effects of imperial expansion are studied from the standpoints of British political development, British society, the English-speaking colonists, and the native peoples of the empire.

3 credits

HI 217 Britain and its Empire since 1800

Continues the examination of the British Empire, from its great 19th-century expansion into Africa and Asia to its eventual crumbling under the impact of 20th-century independence movements and global war. Students compare the various independence movements, from the relatively peaceful transitions of Canada and Australia to the more violent ones by Ireland, South Africa, and India. The course finishes with an examination of the current racial and cultural conflicts that beset Britain's former colonies, with particular focus upon Ireland and South Africa.

3 credits

HI 218 The Renaissance and Reformation

The invention of the individual in the Italian Renaissance, and further developments by the great Northern Humanists (Petrarch, Boccaccio, Castiglione, Erasmus, Montaigne, Cervantes). Visions of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais). God and Man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals). The Expanded Universe: the discovery of America and the new astronomy.

3 credits

HI 220 History of the Ancient Near East and Egypt

This course surveys the vast array of civilizations arising in the ancient Near East and Egypt from ca. 3000-330 BCE. We study the history and culture of these fascinating peoples and, through the many texts recovered and translated from their myriad of ancient languages, we see once again through their own eyes the vivid and turbulent times in which they lived.

3 credits

HI 222 The Roman Revolution

This course is a comprehensive study of the political, social, artistic, literary, and military transformation of Rome from the middle of the 2nd century BCE through the reign of Augustus. Special attention is given to Rome's response to the cultural and governmental challenges imposed by its growing empire and how its responses forever changed the course of Western civilization.

3 credits

HI 230 Early Modern France: Passion, Politics, and the Making of National Identity

The political, social, and cultural development of France from the 16th century Wars of Religion to the ascension of Napoleon I in 1804. Emphasis is on the effects of revolutionary change on daily life (including the role of women, popular piety, the church and religious dissent, and labor relations); and on the impact of new political languages beyond the borders of France itself. Source readings, from the salon writings of the Bourbon court to the raucous songs of the streets of Paris, aid in considering if a "French identity" was formed during the period.

3 credits

HI 232 Jefferson's America: 1760-1850

This course covers material from the coming of the American Revolution through the Age of Jackson, including the Constitutional Convention, the Federalist era, Jeffersonian republicanism, and Jacksonian democracy. Emphasis is on the development of political parties in this era of alternating cohesion and division. Special attention is focused on the religious and reform movements of the antebellum period, including Shakerism, Transcendentalism, Mormonism, Abolitionism and Feminism. The role of "outsiders" - Africans free and slave, women, and American Indians - is stressed.

3 credits

HI 238 United States, 1850-1900

A study of the major transformations in the U.S. economy, society and politics from the decade of the crisis that led to the Civil War until the beginning of the Progressive Era. Forces of change in the U.S. - urbanization, industrialization, the maturation of corporate capitalism, and the growing importance of international affairs - are analyzed, as are their effects on the way people lived, thought, and acted. Special attention is given to the experiences of African-Americans, immigrants, and women.

3 credits

HI 239 Twentieth-Century U.S.

The course surveys development in American social, political, and economic life since 1900. Major themes include problems of advanced industrial society, the growing government role in the economy, America's growing role in the world, and social movements of the 1930s and 1960s. Attention is given to ethnic and cultural diversity within American society. *3 credits*

HI 240 The Personal is Political: Women's Activism in the 1960s

Little fanfare and much derision accompanied the reemergence of a women's movement in the mid-1960s. Within less than a decade, massive changes were underway. From the dismantling of gendered employment ads to the identification of domestic violence as a crime, few argued that "Second Wave Feminism" was meaningless. We discuss the depth and range of women's grass roots activism as well as the features of a social movement; we trace the development of consciousness, the growth of different ideologies and formation of agendas. We also explore movement fault lines such as the fictive category of woman, racism, and "structurelessness," in addition to the difficulties of sustaining coalition. From the Montgomery bus boycott in 1955 to the Houston Conference twenty-two years later, we encounter the women who illuminated the political nature of issues once relegated to the private arena. Course material includes extensive use of autobiography. *3 credits*

HI 243 American Constitutional and Legal History I, 1776-1900

This course covers the origins of the American constitutional tradition, the manifold heritage of the American Revolution, Jeffersonian republicanism and federal judicial power, nationalism and the centralization of the Marshall court, the reaction on the Taney court, slavery and sectionalism, the Civil War, Reconstruction, the Second American Constitution, and the Gilded Age turn in American law. *3 credits*

HI 244 American Constitutional and Legal History II, 1900-Present

This course examines the latter portion of the Fuller court, Imperialism and the Constitution, governmental efforts to restore economic competition, the police power, economic reform, Progressivism, the tradition of national supremacy, new turns in civil liberties, the New Deal and the old supreme Court, civil rights and the incorporation theory of the 14th amendment, and new roads back to legal conservatism. *3 credits*

HI 245 Feminism in America

We study feminism based on the premise that it is a multifaceted struggle for women's autonomy and self-determination. The focus is largely confined to the United States, birthplace of the first organized women's movement. Periodically, we expand our view beyond the U.S. for purposes of comparison. During the 19th and 20th centuries, we analyze the development of the feminist movement as well as feminist theory. We explore the discourse on gender mediated by race and class and its impact on women's lives. Using primary and secondary sources, we work towards a historical definition of feminism. (Formerly listed as HI 143) *3 credits*

HI 246 Excellent Women, Deviant Women: The Female Experience

This course is a survey of American women's history from the colonial era to the present. Our purpose is to explore the impact as well as the interdependence of gender, race and class on experience. Although the term social history describes our approach, we use biography to illuminate key issues and enrich our perspective. Through careful examination of primary and secondary sources, we pursue two themes: 1) the interplay of gender constructs through the myths and realities of women's lives 2) the crucial role women played in transforming public and private space. We see women as agents whose testimony and actions are vital to understanding our history. (Formerly listed as HI 142) *3 credits*

HI 250 America Enters the World: United States Foreign Relations, 1763-1900

Explores the foundation of U.S. Foreign Relations from Independence in 1776 to the outbreak of World War I in 1914. This course looks closely at the interrelationship between ideals and reality as the new United States struggled to protect and confirm its independence, establish a Constitutional basis for foreign policy, and expand its borders and influence across the North American continent and around the world. Discusses such questions as Manifest Destiny, the Monroe Doctrine, the Mexican War, the displacement of Native Americans, southern expansionism and the Civil War, the Spanish American War, and the Open Door Policy as the United States became a world power on the eve of World War I. *3 credits*

HI 251 The American Century: The U.S. and the World since 1900

Examines the development, crises, and turning points in U.S. relations with the world from Woodrow Wilson to the present. Explores issues such as U.S. reactions to the Russian Revolution, World War I, isolationism and the coming of World War II, the Grand Alliance, the origins and development of the Cold War, the Nuclear Arms Race, the Vietnam War, the United States and Latin America, U.S.-Soviet Relations, the Middle East and Persian Gulf crises, and the post-Cold-War world. *3 credits*

HI 253 Colonial America, 1584-1760

A study of the foundations of American civilization. The colonial systems of Spain, France, and England are compared. The course stresses the development of the British colonies in New England, the mid-Atlantic, and the South. Special emphasis is on such topics as Puritanism, the Great Awakening, and the Enlightenment in America. An exploration of Indian-white relations and the development of white attitudes towards blacks are included. *3 credits*

HI 258 Working People in 19th-Century U.S.

Explores the social history of working people in the U.S. from the pre-industrial period to the depression of the 1890s. Our goal is to understand how and why "The Labor Question," as the search for social stability was called in much of the 19th century, was a key component of American history. The course examines three broad areas of working people's historical experience: 1) work itself, including managerial systems and technological change, 2) the making and re-making of the American working class over time, and 3) working people's relationships with employers and the state. Special attention is paid to the issues of slavery and its aftermath, immigration, and the place of women in the economy. *3 credits*

HI 259 Working People in 20th-Century U.S.

Explores the social history of working people in 20th-Century America, from the "Second Industrial Revolution" of the 1890s to the "post-industrial" society of 2000. We explore three broad areas of working people's historical experience: 1) how work has changed in this century, 2) how working people have defined themselves and their communities, and 3) how labor questions have affected management policy and public policy. Special attention is given to factors of gender, race and ethnicity. *3 credits*

HI 260 American Indian History

After a broad survey of prehistoric Indian cultures in North America as they existed before contact with Europeans, this course focuses upon European contact and its effects on Native American culture. The Indian's role in the colonial period of eastern North American history is explored as are the ways in which Indian societies west of the Mississippi River responded to U.S. expansion in the 19th century and to that of the Spanish earlier. The evolution of federal Indian policy from the American Revolution to the late twentieth century is a major topic. *3 credits*

HI 262 African-American History, 1619-1865

This course examines the role that Africans played in the building of America after their forced migration to these shores. It emphasizes the rise of the plantation system, the cultural transformation of Africans into African-Americans, and the essential roles that slaves and slavery played in the emergence of the United States as an independent nation, and its political and economic consolidation into a modern nation-state. Slaves and free blacks figure in this history, not just as tools and backdrop, but also as social and political actors, rebels, and major builders of American civilization. *3 credits*

HI 263 Inventing Themselves: African-American Women in U.S. History

At the intersection of race, gender and class, African-American women often challenged the codification of blackness and femaleness as well as a limited conception of class consciousness. From the diaspora to the present, they created forms of resistance, devised survival strategies and transmitted cultural knowledge while defying racial/gendered stereotypes. The multiple roles assumed by Black women during their struggle from slaves to citizens in the U.S. represent a complex study of the relational nature of difference and identity. This course focuses on African-American women as subjects and agents of pivotal importance within the family, community and labor force. *3 credits*

HI 264 African-American History, 1865-Present

This course examines the role people of African descent played as freed people and free people during Reconstruction, the Gilded Age, and the 20th century. It emphasizes the Southern origins of African-America, the politics and economic activism of common people, and the recurring theme of struggle against racial injustice. *3 credits*

HI 274/IL 260 The West and the World: Historical and Cultural Perspectives

Examines, in topical, geographic, and critical approaches, the interaction of the United States and western Europe with the rest of the world in the 20th century. Considerable attention is given to non-western perspectives such as those of Asia, Africa, Latin America, the Arab World, Russia, and Eastern Europe. An introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory is also included. *3 credits*

HI 275 Russia's Road to Revolution, 1689-1917

The modernization of Russia since Peter the Great; the impact of Western culture in the 18th century; Catherine the Great as reformer; intellectual protest against autocracy and serfdom; revolutionary ferment: Slavophiles and Westerners; from populism to Marxism-Leninism; the revolution of 1905; the industrialization of Russia to 1914; the revolutions of 1917. *3 credits*

HI 276 St. Petersburg in Russian History

An Intermediate-level History course that explores the history of Russia from Peter the Great to the present through the political, social, and cultural heritage of Peter's city, St. Petersburg, Russia's "window on the west." St. Petersburg served as imperial Russia's capital from 1703 to 1918. After the consolidation of Soviet power, St. Petersburg (as Leningrad) continued to play a key role in twentieth century Russian social, political, and cultural history. The collapse of the Soviet Union in 1991 led to the rebirth of St. Petersburg as a cultural center. Particular focus in the course is placed upon historical sites and cultural accomplishments of St. Petersburg through the use of slides, video, and music. *3 credits*

HI 277 Mexico: Cortés to NAFTA

Points studied in this course include: Aztec society on the eve of the Spanish conquest; The nature and techniques of Spanish imperialism; Colonial society - church, state, hacendados, castas, indios; The revolutions for Independence (1810-1821); The failure of liberalism in the Mid-19th century and the subsequent dictatorship of Porfirio Diaz (1876-1911); The Mexican revolution, 1910 to 1940; and post-revolutionary Mexican Society, 1940-present. *3 credits*

HI 278 Tradition, Imperialism, and Revolution in Mainland Southeast Asia

We study the mainland Southeast Asian cultures of Kambuja, Laos, Myanmar, Thailand, and Vietnam, noting the historical Indian and/or Chinese influences on each. Topics include the different forms of western colonial rule on the native cultures, the legacy of imperialism, World War I, the conquest of Japan and World War II on the rise of nationalist and Communist movements, post-war independence and "modernization attempts in the Cold War milieu. We conclude with a search for the answer to the question: "Why Vietnam?" *3 credits*

HI 280 The West and the Middle East

This is an examination of Western and Middle Eastern relations from the 18th century to the present. An effort is made to relate recurring upheavals of the Middle East, including conflicts between ethnic-religious groups and economic classes, to structural transformations that have developed over two centuries. Topics include: Western colonization and conquest; Middle Eastern nationalism; the Arab-Israeli conflict; the economics and politics of oil; the Islamic revival. *3 credits*

HI 281 Portrait of the Arabs

This is an interdisciplinary course that provides a broad introduction to Arab culture and society in the past and present. Novels, poetry, films and scholarly studies are used to investigate contemporary issues and their relationship to a complex historical legacy. Topics include the formation of Arab identity; the relationship of city and countryside; women and the family; literature, the arts and architecture; and nation building. *3 credits*

HI 282 Social and Cultural History of China and Japan

The course examines the traditional institutions of the classical and imperial ages of China and Japan to c. 1800. Topics include: the Confucian basis of society, state, and education, the diffusion of Sinic culture among China's neighbors, arts and aesthetics, Japanese feudalism and the samurai tradition, early western contacts with China and Japan. *3 credits*

HI 283 China, Japan, and the West, 1600-Present

A study of the transformation of traditional civilizations of East Asia since 1800. Topics include the impact of the West and the opening of China and Japan, Japan's Meiji reform and rise to a world power, imperialist rivalry in China, and Nationalism and Communism in the 20th century. *3 credits*

HI 284 Twentieth Century Russia

This course covers such major themes as the impact of the 1905 and 1917 Revolutions; Lenin, War Communism, and the New Economic Policy; Stalin, Collectivization and the Great Purges; the Russian War Experience and the Cold War; Khrushchev, Reform, and De-Stalinization; Brezhnev, stagnation and detente; Gorbachev, glasnost, perestroika, and political and economic crisis; the Revolution of 1989-1991; post-Soviet Russia. (Formerly HI 384) *3 credits*

HI 285 Modern China: 1800-Present

This course examines the major developments in modern Chinese history, from approximately 1800 to the present, in order to show how China has been transformed from a semi-colonial country in the 19th century to a major player in world affairs. Topics include: the Opium Wars, the impact of imperialism on China and China's response to it, the revolutionary movements of the first two decades of the 1900s, the rise of nationalism and Chinese Communism, the anti-Japanese War, the history of the People's Republic of China, the current economic reform movement and social changes, and China's role in the new world order. *3 credits*

HI 286 The Rise of Modern Japan: 1800-Present

This course examines the transformation of Japan from the late Tokugawa period in the 1800s to the emergence of Japan as a post-industrial society. It focuses on historical forces and events, and on Japanese women and men's efforts, that have shaped Japan's transition from a late developing industrial nation during the Meiji period (1868-1912) to a great economic power in the twentieth century. Attention is given to the dramatic social, political, economic, and cultural changes of the 1980s and 1990s. Students are encouraged to compare Japan's path to modernization with that of the West. *3 credits*

HI 287 A Green History of Latin America

This course deals with the history of the understanding and treatment of human and natural resources in Latin America from the time of triumphant indigenous empires, ca. 1500, through the colonial Spanish and Portuguese empires, the unstable 19th century independent republics, the "modernizing" 20th century republics and the neo-liberal empire of the "New World Order." The course examines how the ruling elites throughout these eras understood and utilized human and natural resources, how voices of dissent responded to the policies of those ruling elites, and how those voices fared under those elites. *3 credits*

HI 288 Colonial Latin America, 1492-1800

Indian cultures, Portuguese and Spanish institutions and values on the eve of the conquests are studied. The clash of cultures and interests and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars, Indian caciques and peasants, black slaves, free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying hybrid cultures from the Rio Grande to Tierra del Fuego. The Iberian colonies on the eve of the 19th century revolutions for independence. *3 credits*

HI 289 Latin America in Revolution, 1800-present

The successful overthrow of the Colonial establishment 1808-1826, and two centuries of ensuing political, economic, social and cultural instability and the search for a viable social order. Emphasis is placed on the elusive search for reform in the 20th century, an age of revolution, counter-revolution, and persistent oligarchies. The failure of the revolutionary experience in Mexico, Chile and Nicaragua, the current ascendancy of neo-liberalism and the great cultural achievements of the 20th century are given special consideration. *3 credits*

HI 290 Central America:

Conquistadores to "Democracy?"

The following are studied: The indigenous cultures of Central America in 1500; The conquest culture of the Spanish, 1524-1821; The failure of Central American Union after independence; the consolidation of old elites through liberal and conservative regimes; Attempts at modernization in the late 19th century and the beginnings of U.S. hegemony; 20th century modernization under U.S. auspices, failed revolutions in Guatemala, El Salvador, and Nicaragua; the 1990's peace accords and attempts at reconciliation and creation of civic societies. *3 credits*

HI 291 Africans in the New World 1500-1800

The following are studied: The experience of Africans in the colonies of the New World from 1500 to 1800; The economic origins of modern slavery; the traffic in African slaves; perceptions of Africans by Europeans; slave systems imposed on the Africans; the response of Africans to slavery and subjection; and the role of freed Africans in the Spanish colonies, Portuguese Brazil, the British West Indies, French Saint-Domingue (Haiti) and British America/United States. Extensive use of primary sources. *3 credits*

Advanced Courses, 300-399

All advanced courses require HI 30 and one intermediate course.

HI 304 The Holocaust in History and Memory

The Holocaust demands, yet stubbornly resists, historical understanding. In this course we attempt to address the Nazis' genocidal assault upon European Jewry and others by examining a wide range of factors that contributed to it. In this effort, we explore the roots of modern German anti-Semitism, the origins of Nazism, the establishment of the Nazi dictatorship, the sharpening of anti-Jewish measures during the Third Reich, and the escalation of persecution following the outbreak of World War II, culminating in the so-called "Final Solution." We then turn our attention to the legacy of the Holocaust after 1945 by examining the postwar struggle to preserve its lessons in memory, the difficulty in finding adequate cultural means of representing its extreme dimensions, and the challenge of understanding the lessons that the event has left for the postwar world.

3 credits

HI 314 Peasant Toil, Peasant Revolt: Daily Life in Rural Europe before 1900

This course examines European peasant life from the Middle Ages until roughly 1900, with particular emphasis on historians' views of the topic. It is based on historical studies of the peasantry, beginning with those of a pivotal group of 20th century French scholars, who transformed the study of European history and of history in general. The course considers how peasants lived, worked, and raised families; how they practiced religion; and how they related to political change in their communities. Students are introduced to various important scholars' treatments of "peasant culture," and determine when, and how peasants were moved to acts of violence.

3 credits

HI 316 The French Revolution and Napoleon

The course deals with the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship; it also analyzes Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe.

3 credits

HI 317 Religious Outsiders in Early Modern France and Europe

The role of religious minorities, including Protestants, Jews, and Catholic splinter groups is explored from 1492 to the French Revolution, with emphasis on the political and social aspects of each group's existence. Images of religious minorities, and forms of oppression and persecution, are examined in order to determine the boundaries of authority and the nature of belonging in European society, and how they were changing during this period. Primary and secondary sources are used.

3 credits

HI 319 The European Enlightenment

An extended introduction to the classic philosophies of the European Enlightenment, Montesquieu, Voltaire, Helvetius, Diderot, Rousseau, d'Holbach, Hume, Beccaria, Lessing, Kant and their notions of empiricism, utilitarianism, liberalism and "human rights." Primary source readings on the philosophies' views of women and human sexuality, the "other" (Jew, African, Muslim, American Indian), colonialism (Adam Smith). Major texts of Diderot, Gibbon and Condorcet conclude the survey.

3 credits

HI 320 European Romanticism, 1770-1840

Primary source readings in the late 18th century founders of European romanticism (Rousseau, Goethe, Blake, Schiller and Lessing) and extended readings in the classic romantics (Chateaubriand, Constant, de Maistre, Byron, Shelley, Büchner, Mazzini and Newman). Further primary source readings to consider the romantics' views of society, religion, women, Negroes, slavery, American Indians, Arabs. Shelley's *Defense of Poetry* and a Balzac novel to complete the survey.

3 credits

HI 323 Tudor-Stuart Britain, 1485-1714

This course examines the changes in church, state, and society that took place in the British Isles from the accession of Henry VII to the death of Queen Anne. These centuries saw the unification of England, Ireland, and Scotland under a single government, the development of that government from feudal kingship into Parliamentary-based bureaucracy, and the shattering of medieval Catholicism into a variety of different churches and doctrines. The course also examines the structure of Tudor-Stuart society, and the cultural changes resulting from the Renaissance and the Scientific Revolution.

3 credits

HI 331 Era of the American Revolution, 1763-1800

An examination of the coming of the American Revolution and the transition from colonial to national status. A discussion of the military struggle itself is included, as well as an assessment of the political, social, and economic effects of the Revolution. The Confederation period, the forming of the 1787 Constitution and the Federalist era. Special emphasis on such figures as John Adams, Tom Paine, Jefferson, Hamilton, Madison, and Washington.

3 credits

HI 340 Reconsidering the New Deal Order, 1930-1980

This research seminar explores the history of U.S. society and politics from the Great Depression to the Great Society and considers the reasons for the successes and failures of public policy during these times. After considering economic and social changes from 1930 to 1980, course examines the history of domestic social policy topics such as unemployment relief, economic planning, industrial relations, and the welfare state. The initiatives generated by politicians, business groups, government planners, labor movements, and community movements will be considered.

3 credits

HI 342 Immigration, Ethnicity, and Race in U.S. History

This course is an intensive reading, writing, and discussion seminar on the history of U.S. immigration in the nineteenth and twentieth centuries. Arranged thematically rather than chronologically, situates the U.S. within the context of global migration patterns and economic development. Investigates patterns of migration and community settlement, family strategies of survival and adaptation, and immigrant cultures. Analyzes how successive groups of immigrants were received by U.S. society by examining the origins and effects of recurrent waves of racism and nativism, as well as ethnic and class antagonism that pervade American history.

3 credits

HI 348 Social Movements in 20th Century U.S. History

This research seminar explores the social history of grass-roots movements in the 20th century U.S. and their effect on the contours of formal politics in American history. Political processes we study are pressure-group activity within the two-party structure, grass-roots political action, the rise of third parties, and alternative ideologies. We examine the development, transmission, and change of popular political culture, the effects on politics of organization in other arenas, as well as the importance of racial and ethnic identities in American politics. *3 credits*

HI 354 American Military History

Through a study of America's wars from the 17th century to Vietnam we examine the role of the military in a democratic society and its effects on our nation's political, economic, social, cultural and environmental institutions. We analyze the changing nature of warfare through strategy and tactics, logistics, technology and weaponry. Geopolitics, the military-industrial complex, wars of national liberation, and counterinsurgency are topics of investigation. *3 credits*

HI 355 The United States in World War II

An investigation of the origins of World War II from the failures of the World War I peace settlements, the League of Nations, and Collective Security to the eruption of war in Europe and the Japanese attack on Pearl Harbor. The important diplomacy of the wartime alliance, the major Theatres of War and the military campaigns of Europe, Russia, North Africa and the Mediterranean, Asia and the Pacific, the use of the Atomic Bomb and the failure to make a satisfactory peace are studied. *3 credits*

HI 356 History of the Cold War

This intensive reading, writing, and discussion seminar focuses on the origins, deepening, and decline of the Cold War between the United States and the Soviet Union from 1917 to 1991, covering such issues as Lenin-Wilson ideological antagonism, the shift from Grand Alliance to Cold War, the Arms Race, the Rise and Fall of Detente, and the collapse of the Cold War order in Europe and the Soviet Union, 1989-1991. Attempts are made to approach the topic by understanding both sides of the conflict, studying decisions, policies, and actions in a bilateral fashion. *3 credits*

HI 362 The Frontier: Man, Nature, and the American Land

The interaction of man and the American land from the earliest colonial settlements to the present. The course includes an analysis of the Turner thesis; a survey of regional evolution (New England and the Southwest, for instance); the westward movement; the experience of pioneer women; and mining, cattle and farming frontiers. Finally, the course examines changing attitudes toward the environment as reflected in the writing of American naturalists. Man and the environment in different eras of the American past. *3 credits*

HI 363 China in Revolution

We begin our study with the 19th century imperialist legacy that gave rise to Chinese nationalism and the Chinese revolution of 1911. Major topics include Sun Yat-sen's vision for China, the struggle between the Nationalists and Communists for control of China, the impact of Japanese imperialism and World War II, and the founding of the People's Republic of China in 1949. The PRC's domestic and foreign policies are analyzed through the "Great Leap Forward," the thought of Chairman Mao, the Great Proletarian Cultural Revolution, the Sino-Soviet bloc relations, Korea, Vietnam, and the "two Chinas issue" with the United States. *3 credits*

HI 366 Gender, Culture, and Representation: Women in China and Japan 1600-Present

Are Chinese and Japanese women mere victims of a patriarchal society? Do socialist revolution and industrial modernization liberate women? This seminar examines those questions by studying the historical changes and continuities in the experience of women in China and Japan from approximately the 17th century to the present. The construction and representation of gender relations in China and Japan were complex processes with many changes. Using verbal and visual texts, this course considers, not only women's lives and their struggles to represent themselves in both societies, but also the historiography on those subjects. *3 credits*

HI 367 East Asia in Twentieth-Century American Wars

During the 20th century the United States fought three wars in East Asia: the Pacific War, the Korean War, and the Vietnam War. How did the East Asians perceive and react to the wars? How did the wars affect people's lives and societies in East Asia? How did the wars affect postwar relations between the U.S. and East Asia? Did race, culture, and ethnicity play significant roles in the wars? This course examines those questions by studying East Asia in the three American wars as an oral and social history. The focus of the course is on the human dimensions of the wars as experienced by those East Asians who fought and lived through them. *3 credits*

HI 370 The Jews of the Middle East and North Africa

An examination of Jewish history within the Middle East and North Africa from the rise of Islam until the creation of Israel. An effort is made to analyze the development and key features of Judeo/Arab societies, as well as the factors that contributed to their disintegration and destruction. Topics include: Arab/Jewish relationships before Islam; the Prophet Muhammad and the Jews; the legal, social and economic status of Jews in the Arab/Islamic Middle Ages; Jewish cultural development within an Arab/Islamic context; Jews of the Arab and Turkish worlds in the 19th and 20th centuries. *3 credits*

HI 371 Arab-Israeli Conflict

The course traces the Arab-Israeli Conflict from the end of the 19th century until the present. Emphasis is placed upon the political and socio-economic transformation of Palestine as Zionists and Palestinian Arabs struggled for political sovereignty in the same land. Topics include: Anti-Semitism and the Birth of Zionism; the British Mandate; the Creation of Israel; the Relationship between Israel and the Arab States; the Israeli occupation of the West Bank and Gaza; the Rise of the Palestinian Resistance; Israel's War in Lebanon; Prospects for the Future. *3 credits*

HI 372 Terrorism in History

This course examines terrorism as it has been perpetrated by individuals, political-military groups, and states of varying political ideologies. Topics include: political violence in antiquity and medieval times; the French Revolution; terrorism and anarchism and Marxism; terrorism and national liberation, and terrorism and religion. *3 credits*

HI 376 The Spanish Caribbean:**Cuba, Santo Domingo, and Puerto Rico from Columbus to Castro**

Topics examined: The Spanish conquest, the demise of the Caribbean Indians; Colonial institutions and plantation slavery; Toussaint L'Ouverture and the establishment of the first Black republic in Latin America; Economic growth and revolutionary currents in 19th century colonial Cuba; Twentieth century anarchy and dictatorship in Haiti and the Dominican Republic; U.S. economic domination of Puerto Rico and the emergence of a Puerto Rican identity; The final stages of Cuba's Hundred Years War of liberation from Spain and the United States: Fidel Castro and Marxist Revolution; and Haiti after the destruction of the Aristide revolution. *3 credits*

HI 385 Comparative Russian Revolutions

An intensive reading, writing and discussion seminar studying in some depth the background, origins, development, and outcomes of two Russian revolutionary periods of the 20th Century: the interrelated upheavals of 1905 to 1917, resulting in the overthrow of the tsarist regime and its replacement by the Bolsheviks; and the reform, collapse, and transformation of the Communist government of the Soviet Union from Mikhail Gorbachev to the present. In the process of two in-depth examinations, we explore contrasts among the social, economic, political, and cultural forces at work in the two revolutionary periods. *3 credits*

HI 391 The Meanings of History

This course, an upper division seminar for juniors and seniors, analyzes the ideas of seminal western and non-western thinkers, both historians and philosophers, who have had a profound influence on historical understanding and the practice of historians. Topics for consideration include: What is history? To what extent has the understanding of history changed in various times, places and cultures: Are "scientific" history and the discovery of "objective truth" possible? Are there stable civilizational identities and what value do such concepts have for historical understanding? The contemporary political, social, and cultural relevance of these and comparable questions are examined through intensive readings, discussions, and analytical papers. *3 credits*

HI 395 History Internship

Candidates work a minimum of eight hours per week during the semester at the Fairfield Historical Society, Greenwich Historical Society, or Bridgeport Public Library Historical Collections. An intern's work at these sites may include researching and mounting an exhibit, cataloguing manuscript and artifacts collections, or organizing and conducting historical walking tours. Training in required skills is provided at the site. Under the direction of a member of the history faculty, interns write a research paper based on the work of the internship. Juniors and seniors by arrangement as available. *3 credits*

HI 397 Special Topics in History

An in-depth investigation of a significant historical problem or topic, conducted in a seminar format. The topic is chosen by the professor who is teaching the course. The course is limited to 15 students, and is restricted to juniors and seniors. Students must have taken History 30 and one intermediate (200-level) history course. *3 credits*

HI 399 Independent Study

Open to juniors and seniors only. A course designed to provide an opportunity for advanced students to develop critical reading skills and writing ability in a tutorial arrangement with a chosen professor. Normally, the course results in a serious paper of publishable quality in student-centered journals (15-20 pages). Students must apply to a professor under whose direction they wish to study during the normal registration time of the preceding semester. All independent study must have the concurrence of the Department chairperson. Students shall be allowed only one Independent Study. Independent Study must be arranged during registration period of the previous semester. Students should apply to the chairperson first for a copy of the "Department Policy for Independent Study." *3 credits*

Honors Program

Director: Thiel (*Religious Studies*)

Associate Director: Rakowitz (*Psychology*)

Advisory Board: Garvey (*English*), G. Lang (*Mathematics*), Nantz (*Economics*), Scheraga (*Business*), Schwab (*Visual & Performing Arts*)

The goal of the Honors Program is to engage talented students drawn from all the undergraduate schools of the university in a challenging program of study through a carefully crafted series of courses and seminars. The emphasis is on active involvement in the learning process, and the intention is that the Program complement studies in both core and major, without having a negative impact upon students' freedom to pursue minor or elective courses. The Honors Program consists of approximately 50 students from each class, selected partially at the time of admission to the university, partially towards the end of freshman year.

The following particular aims can be identified. To encourage students:

1. To become culturally literate in the Western tradition by studying some of its "great ideas" as expressed in the humanities, the arts, and the social and natural sciences;
2. To appreciate challenges to the Western intellectual tradition either by considering critical voices traditionally marginalized in that culture or by investigating the assumptions of a non-Western culture;
3. To learn to make connections between disciplines, and to learn to ask the larger questions that transcend any single discipline;
4. To bring the Honors experience to bear on the field of their chosen major at a high level of accomplishment through the completion of a research project appropriate to the particular discipline.

The Honors Program comprises 23 credits. Twenty (20) credits are earned through Honors courses completed in the first three years of the Program, and 3 credits are recognized of an independent study usually undertaken in the student's major during the senior year.

The student who completes the Honors Program is exempt from 21 core credits. Students may choose to exempt themselves from no more than 1 course in each of 4 of the following areas or disciplines: Natural Science, History, Social/Behavioral Science, Philosophy, Religious Studies, and Visual and Performing Arts (12 credits). Additionally, each student

is exempted from the 3 English core courses (9 credits). If students have already taken EN 11 and EN 12 at Fairfield by the time they enter the Honors Program, they are exempt from the third English course, along with no more than one course in each of the following: Natural sciences, history, social/behavioral science, philosophy, religious studies, and visual and performing arts. The student's second year of Honors course work satisfies either the U.S. diversity requirement (HR 200) or the world diversity requirement (HR 201) depending on the course the student completes.

Students who complete the Honors Program in good standing have their achievement noted on their final transcripts. Those who complete the Program with an average grade of B+ in Honors courses receive designation "University Honors Program Completed with Distinction." Those who complete the Program with an average of A in Honors courses receive the designation "University Honors Program Completed with High Distinction."

FIRST YEAR: The Western Tradition

HR 100 Ideas That Shaped the West

This is a team-taught lecture/seminar course that examines selected ideas or themes from Western intellectual history, focusing on developments in philosophy, society, science, and the arts. The ideas selected vary from course section to course section.

4 credits

HR 101 Minds and Bodies

This team-taught lecture/seminar course examines constructions of the human person, and the social reflections of these constructions, in Western culture. The ideas selected vary from course section to course section.

4 credits

SECOND YEAR: Beyond the Western Paradigm

HR 200 Challenges to the Western Tradition

This course examines alternatives to the configuration of knowledge, art, power, and justice in the classical, majority culture of the West by considering critical voices traditionally marginalized in that culture. In the second year of Honors course work, students complete either HR 200 or HR 201.

3 credits

HR 201 Non-Western Culture

This course examines alternatives to the configuration of knowledge, art, power, and justice in the classical, majority culture of the West by investigating the history, worldview, and assumptions of a non-Western culture. In the second year of Honors course work, students complete either HR 200 or HR 201.

3 credits

HR 202 Honors Seminar

This seminar, offered in one of the traditional disciplines, seeks to cultivate the skills of critical thinking, cogent argumentation, and effective writing, all by attending to a particular subject matter. Honors students earn 6 105credits in HR 202 by completing one version of the seminar in their second year of Honors course work and another version of the seminar in their third year of Honors course work. A complete title, reflecting the seminar's particular subject matter, appears on the student's transcript.

3 credits

THIRD YEAR: Interdisciplinary Inquiry

HR 300 Interdisciplinary Inquiry

This team-taught course stresses the value of interdisciplinary approaches to scholarly inquiry by investigating a wide-ranging theme from the perspective of at least two disciplines. Possible themes treated in given year are "Progress and Its Critics," "Genius and Creativity," and "The City in the American Imagination."

3 credits

HR 202 Honors Seminar

This seminar, offered in one of the traditional disciplines, seeks to cultivate the skills of critical thinking, cogent argumentation, and effective writing, all by attending to a particular subject matter. Honors students earn 6 credits in HR 202 by completing one version of the seminar in their second year of Honors course work and another version of the seminar in their third year of Honors course work. A complete title, reflecting the seminar's particular subject matter, appears on the student's transcript.

3 credits

HR 399 Senior Honors Project

The Senior Honors Project provides an opportunity for the student to engage in mature research under the supervision of a faculty mentor. The Senior Honors Project is not a course in its own right, but an independent study of three (3) credits, typically conducted in the student's major field of study, that is recognized toward the completion of Honors requirements. In the humanities, the project should be a paper 25-50 pages in length, or more if appropriate. In studio art and creative writing, the project should take the form of a significant portfolio. In the natural sciences, mathematics, social sciences, nursing, and in the various areas of business, the finished project should conform to the discipline's acceptable format and length for publication.

3 credits

The Individually Designed Major

The Individually Designed Major allows qualified students in the College of Arts and Sciences, under appropriate direction, to design and pursue an interdisciplinary major presently not available in the College.

The Individually Designed Major is, as its name implies, a major designed by the student. It must be a true major, with a progression of courses, including an appropriate number of advanced courses. It cannot be a simple collection of introductory courses in several disciplines. The major may be an extension of a presently existing interdisciplinary minor, or it may be a wholly new subject (e.g., Nineteenth-Century Europe).

Courses already taken may be included in the major, but the Individually Designed Major should be, as a whole, a planned endeavor, not simply the pulling together of courses already taken. For this reason application will normally be made in the student's second year, though in special circumstances a review panel may allow application in the first semester of the student's third year.

Course Requirements:

1. The major requires a minimum of ten courses.
2. The major must be truly interdisciplinary. While there may be a primary department, at least four courses must be taken outside that department.
3. The major requires a suitable number of advanced courses.
4. The major also requires a senior project (seminar, capstone course, supervised lab, or whatever is appropriate for the relevant disciplines). The purpose of this project is to allow student to pull together the multiple threads of the interdisciplinary major.
5. Finally, the major requires that the student maintain a portfolio for the purpose of a reflective review and self-assessment of the progress and changes in direction, if any, of the major. The student will use these materials as part of a progress review with advisors at least once a semester. The student must also submit a final assessment of the major to the review panel as a requirement for graduation.

Eligibility:

To be eligible, the student must have a GPA of at least 3.0 at the time of application. Applications may be obtained from the office of the Dean of the College of Arts and Sciences.

Program in
International Studies

Director: Katherine M. Kidd (*International Studies*)
Coordinating Committee: LeClair (*Economics*);
McFadden (*History*); Patton (*Politics*); A. Martin
(*Finance*); Poli (*Accounting*); Chepaitis (*Information
Systems and Operations Management*)

Ex-officio: Seymour (*Business*)

International Studies is an interdisciplinary program offered by the College of Arts and Sciences and the Dolan School of Business. This popular program was created in 1993 in recognition that the world today is experiencing profound changes. The peoples of the world are becoming economically, politically and ecologically interdependent. National economies are giving way to a world economy. Geographic boundaries are increasingly porous in the face of instantaneous electronic communication. Regional trading blocs and supranational organizations are challenging the idea of the nation-state on a variety of issues including human rights, the environment, and economic development. In the U.S., the industrial society is giving way to a knowledge-based, post-industrial society.

The International Studies program seeks to prepare students for careers and leadership positions in the 21st century. The core International Studies (IL) courses outlined below provide an overview of the international environment and a theoretical framework through which global issues are examined. The IL courses deal with physical and cultural environments, comparative economic and political systems, the global business environment of international trade, investment and transnational corporations, and the issues, norms and structures of global politics.

With careful guidance from a faculty advisor, students supplement the core IL courses with electives selected from many disciplines to serve their academic and career interests. International Studies majors are encouraged to pursue advanced foreign language study, study abroad, and get hands-on experience in a junior or senior year internship with an international focus.

Two majors are offered under this program: the College of Arts and Sciences offers a B.A. in International Studies, while the Dolan School of Business offers a B.S. in International Studies-International Business. Students in both degree programs share a common interdisciplinary core. The remaining courses are selected from multidisciplinary offerings as described below.

Graduation with Honors in International Studies
Students with a GPA of 3.50 or higher in either the International Studies major courses or in overall course work, and no less than a 3.20 GPA in either area, are candidates for graduation with Honors in International Studies. Students earn honors status by writing and orally defending a superior paper in the Senior Capstone Seminar (IL 300). Fairfield University has a campus chapter of Sigma Iota Rho, the national honor society for International Studies. Students with a GPA of 3.2 or higher are nominated for membership.

**Requirements for the 33-credit major in
International Studies are:**

**College of Arts and Sciences
(B.A. in International Studies)**

An 18-credit core composed of:

IL 10	Introduction to International Studies: Geography and Demography
IL 101	Principles of International Business
AY 130	Societies and Cultures of Africa and Latin America
	OR
AY 150	Societies and Cultures of Asia and the Pacific
IL 200	Contemporary Global Issues
IL 260	The West and the World
IL 300	Senior Capstone Seminar

Plus fifteen credits of electives selected from courses with an international focus. Two of these must be taken in the Dolan School of Business.

In addition, majors must complete a complementary minor in an appropriate area selected in consultation with the International Studies Director. Appropriate minors include: Area Studies (Asian Studies, Italian Studies, Latin American and Caribbean Studies, and Russian and East European Studies), Economics, History, Modern Languages and Literatures (French, German, and Spanish), Peace and Justice Studies, Politics, and Sociology and Anthropology. Students may also take any of the minors in the Dolan School of Business. Course work in the complementary minor does not count twice as major course work.

The College of Arts and Sciences also offers a **minor in International Studies**. The minor is a six-course, 18-credit program consisting of IL 10, IL 101 and IL 200, plus three additional courses to be selected from the electives listed below. These three additional courses must be drawn from at least three disciplines. Only one of the elective courses may double count for another minor.

School of Business**(B.S. in International Studies)**

A 15-credit core composed of:

IL 10	Introduction to International Studies: Geography and Demography
AY 130	Societies and Cultures of Africa and Latin America
	OR
AY 150	Societies and Cultures of Asia and the Pacific
IL 200	Contemporary Global Issues
IL 250	International Management
IL 300	Senior Capstone Seminar

Plus fifteen credits of electives selected from courses with an international business focus. Two of these must be taken in the College of Arts and Sciences and can double count for University core requirements.

In addition, majors must complete the Dolan School of Business core requirements: AC 11 & 12, IS 100, MA 17 or 27, or 27 and a third math course, BU 11, BU 100, BU 200, BU 211, BU 225, BU 300, AE 291 and EC 11 & 12 (See the Dolan School of Business section of this catalog for course sequencing.)

Finally, it is strongly recommended that business students pursuing the major in International Studies take, as their second history core course, and third English course, classes listed as History and English International Studies electives.

Students may also complete an 18-credit minor in International Business. Details of the minor are included in the International Business heading in the Business section of the catalog.

Course offerings:**International Studies Program**

IL 10	Introduction to International Studies: Geography and Demography
IL 101	Principles of International Business
IL 200	Contemporary Global Issues
IL 250	International Management
IL 260	The West and the World
IL 295	Seminar in International Studies
IL 296	Contemporary Issues in International Business
IL 298	Internship in International Studies
IL 299	Independent Study
IL 300	Senior Capstone Seminar

Dolan School of Business Electives

BU 120	Environmental Management
BU 350	International Business Law
FI 200	Global Capital Markets
FI 240	International Finance
IS 350	International Information Systems
MK 312	International Marketing
MG 302	Global Human Resources

Applied Ethics

AE 275	Global Environmental Issues
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Asian Studies

AN 310	Asian Studies Seminar
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Biology

BI 79	Rainforest Ecosystems
BI 80	Tropical Marine Biology

Communication

CO 235	Global Media and Culture
CO 340	Intercultural Communication
CO 341	International Communication

Economics

EC 120	Environmental Economics
EC 125	Competition and Competitiveness
EC 230	Comparative Economic Systems
EC 231	International Trade
EC 233	International Economic Policy and Finance
EC 235	Economic Development in the Third World

English

EN 267	Modern British Literature
EN 269	Modern Irish Drama
EN 283	Modern Italian Short Story
EN 285	The Modern Tradition: International Short Fiction
EN 290	Literature of the Holocaust
EN 366	20th-Century Russian Novel
EN 368	Imperial Fictions and Colonial Voice-Overs
EN 374	The Modern British Novel
EN 375	Post-Modernism in World Literature
EN 398	Women and Fiction: An International Perspective

Environmental Studies

EV 150	Earth Environment
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History

HI 212	Modern Germany II
HI 217	Britain and Its Empire Since 1800
HI 251	The American Century: The U.S. and the World Since 1900
HI 277	Mexico: Cortés to NAFTA
HI 280	The West and the Middle East
HI 281	Portrait of the Arabs
HI 284	Twentieth Century Russia
HI 285	Modern China
HI 286	The Rise of Modern Japan
HI 289	Latin America in Revolution
HI 290	Central America
HI 310	The Third Reich
HI 356	History of the Cold War
HI 363	China in Revolution
HI 366	Gender, Culture and Representation: Women in China and Japan
HI 367	East Asia in Twentieth Century American Wars

- HI 370 The Jews of the Middle East & North Africa
 HI 371 Arab-Israeli Conflict
 HI 385 Comparative Russian Revolutions

Latin American and Caribbean Studies

- LA 301 Seminar on Latin America and the United States
 LA 302 Seminar on the Human Condition in Latin America

Modern Languages and Literatures

- FR 252 Culture and Civilization of France and the Francophone World
 FR 267 French Commercial Culture
 FR 271 La Presse Contemporaine
 FR 346 Modern French Theatre
 FR 347 Modern French Novel
 FR 366-367 Film and Literature in French
 GM 251-252 German Civilization and Culture
 GM 341 20th-Century German Literature
 IT 252 Culture and Civilization
 IT 253 Contemporary Italian Culture
 IT 271 Italian Cinema
 SP 211 Career-Oriented Spanish
 SP 253 Spanish American Civilization
 SP 271 Hispanic Film
 SP 341 20th-Century Spanish Literature
 SP 346 Spanish American Drama
 SP 347 Masters of the Spanish American Novel
 SP 353 Spanish American Short Prose Fiction

Philosophy

- PH 266 The Concept of Human Rights

Politics

- PO 12 Comparative Politics
 PO 130 International Relations
 PO 131 International Organization
 PO 133 United States Foreign Policy
 PO 134 International Political Economy
 PO 135 Peace and War in the Nuclear Age
 PO 140 European Politics
 PO 141 African Politics
 PO 142 Latin American Politics
 PO 143 Caribbean Politics
 PO 144 Middle Eastern Politics
 PO 145 The Major Powers of Asia
 PO 146 America and the Vietnam Experience
 PO 147 Northern Ireland: The Politics of War and Peace
 PO 148 Central and East European Politics
 PO 149 Politics in the Developing World
 PO 152 Modern Italian Politics
 PO 221 British Seminar
 PO 246 Seminar on China
 PO 249 Seminar on Russia
 PO 346 Seminar on Vietnam

Religious Studies

- RS 287 Hinduism
 RS 288 Buddhism
 RS 290 Religions of China
 RS 291 Religions of Japan

Russian and East European Studies

- RES 110 Introduction to Russian Culture
 RES 160 East European Seminar
 RES 310 Capstone Seminar

Sociology & Anthropology

- SO 184 Population, Birth, Death, and Migration
 SO 191 Social Change in Developing Nations
 AY 111 Cultural Anthropology
 AY 130 Societies and Cultures of Africa and Latin America
 AY 140 Marriage in Cross-Cultural Perspective
 AY 150 Societies and Cultures of Asia and the Pacific
 AY 168 Women and Men: The Anthropology of Gender
 AY 199 Societies of Cultures of East Asia
 AY 200 Societies and Cultures of East Asia

Visual and Performing Arts

- AH 152 Modern Art
 AY 191 Art and Mythologies of Nazi Germany, Fascist Italy, and Bolshevik Russia
 FM 133 The Foreign Film
 MU 50 World Music Ensemble
 MU 122 World Music History and Ensemble
 MU 244 Music of the Twentieth Century
 TA 111 History of Theatre II
 TA 121 Modern European Theatre

Course Descriptions

IL 10 Introduction to International Studies: Geography and Demography

This course introduces students to regional geography and demography. The role of geography and demography in shaping regional culture, economics and politics is examined as well as impact of these human systems on the geography and ecology of the Earth. *3 credits*

IL 101 Principles of International Business

This course introduces students to the environment of international business and to the core disciplines of business. Case studies drawn from international business are used. Open only to students in the College of Arts and Sciences. (Prerequisite: EC 12) *3 credits*

IL 200 Contemporary Global Issues

This course examines the relations among states in the international system in order to understand the sources of conflict and the means of achieving conflict resolution. Issues studied include security, human rights, environment, and globalization of the economy. Through research papers and case studies, the course also explores evolving norms and structures related to these issues. (Prerequisites: PO 12, EC 12) *3 credits*

IL 250 International Management

This course deals with the emergence of transnational corporations and their growing impact on the economic development of various nations. The primary focus is on the strategic management by transnational corporations of their global businesses in a multinational environment. How transnational corporations evaluate their external environment and decide operational policies and practices so as to effectively utilize their global resources is examined. Topics of discussion include: strategic planning, organizational arrangements, production management, marketing, financial management, and human resource management. Students who take IL 250 may not take MG 360. *3 credits*

IL 260/HI 274 The West and the World: Historical and Cultural Perspectives

Using topical, geographic, and critical approaches, this course examines the interaction of the United States and Western Europe with the rest of the world in the 20th century. Considerable attention is given to non-western perspectives such as those of Asia, Africa, Latin America, the Arab World, Russia, and Eastern Europe. An introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory is included. *3 credits*

IL 295 Seminar in International Studies

Special topics in International Studies are presented. The specific topic for a given semester is announced at the time of registration. The course may be repeated with permission of the Program Director. *3 credits*

IL 296 Contemporary Issues in International Business

Special topics in International Business are presented. The specific topic for a given semester is announced at the time of registration. The course may be repeated with permission of the Program Director. *3 credits*

IL 298 Internship in International Studies

Students are placed with a local organization, government agency, or non-profit organization in a position with an international component. Interns learn how to apply the knowledge acquired in their course of study to real-world situations. Completion of the internship requires regular meetings with the supervising faculty member, submission of a work log, and one paper. (Prerequisites: junior or senior status and a 2.8 GPA.) Note: The internship is in addition to the basic requirements for the major or minor. *3 credits*

IL 299 Independent Study

Students pursue an independent research project on international issues under the supervision of a faculty member. Open to juniors and seniors with permission. *3 credits*

IL 300 Senior Capstone Seminar

The main thrust of this course is to help students in identifying emerging trends in global business, economics, politics and the socio-cultural environment. The effect that these trends have upon existing international relations and international business is examined. The Capstone Seminar is designed to help students in developing creative thinking in analyzing international issues. Each student is expected to undertake a major research project as a central activity in this course. This course is offered in the senior year, after students have completed all core courses in International Studies. *3 credits*

Program in Irish Studies

Program Director: Mullan (*English*)

Advisory Committee: W. Abbott (*History*); Cassidy (*Politics*); Chappell, M. White, M.C. White (*English*); Garavel, S.J. (*Jesuit Community*); O'Connor (*American Studies*); Yarrington (*Visual and Performing Arts*)

The Irish Studies Program explores various aspects of a culture that has produced the oldest vernacular literature in Europe, a rich tradition of Celtic art, and a devotion to scholarship which perhaps was crucial in saving Western civilization. As a nation, Ireland has had a long, turbulent and fascinating history. In the last century, Ireland has changed from a conservative, agricultural country to a modern, technologically aware one, from a colony of Great Britain to a free, democratic republic, and from one of the poorest nation's in the world to one of its most prosperous.

Irish Studies at Fairfield affords students the opportunity to investigate the contributions of Ireland to the world in terms of its literature, history, politics, film, and art. Now affiliated with the National University of Ireland, Galway, The Irish Studies program, through study abroad, also allows students to take Irish focused courses in archeology, economics, sociology, linguistics, and the Irish language.

To complete the minor in Irish Studies, the student must take five (5) three-credit courses, including either EN 279 Irish Literature or HI 215 History of Ireland, Middle Ages to the Present, as a requirement. Those who choose EN 279 may take up to two additional English courses, and must take the remaining two courses in other, different fields. Those choosing HI 215 as a requirement may take up to three additional courses in English, with the remaining course in a field other than English or history. These courses must be taken at Fairfield.

Note: As part of completing the Irish Studies minor, the student may apply **no more than two courses** taken while studying abroad in Ireland during the fall or spring semesters. This restriction does not apply, however, to the English credits earned during Fairfield University's two-week long Galway Summer Experience at the National University of Ireland, Galway.



While studying abroad is not required for the completion of the Irish Studies minor, Fairfield University and The Irish Studies Program strongly encourage their students to do so.

As indicated above, Irish Studies courses are offered in a variety of fields and disciplines. Please contact the Program Director for a list and descriptions of such courses. Some available courses are:

AH 121	The Celtic World and Early Irish Art
AS 327	The Irish in American Film
EN 268	The Irish Short Story
EN 269	Modern Irish Drama
EN 273	Irish-American Literature
EN 279	Irish Literature
EN 350	Postcolonial Theory: The Irish Question
EN 393	James Joyce's <i>Ulysses</i>
HI 215	Ireland from the Middle Ages to the Present
PO 147	Northern Ireland: The Politics of War and Peace
SA 225	Invited Artist Workshop: Contemporary Irish Artists

Program in Italian Studies

Program Director: Mary Ann Carolan (*Modern Languages and Literatures*)

Advisory Committee: P. Eliasoph (*Visual and Performing Arts*); J. Escobar (*Visual and Performing Arts*); Long (*Philosophy*)

The Italian Studies Program focuses on a nation and people whose contribution to civilization has been significant. Virtually every area of the arts, humanities, social sciences, natural sciences, and mathematics partakes of that heritage; and Italy continues to influence cultural, political, scientific, and economic trends today.

Italian Studies at Fairfield offers students an opportunity to explore, analyze, and appreciate Italy from the perspectives of a variety of academic disciplines, including language, literature, film, art history, architecture, politics, history, philosophy, religion, science, and business. This interdisciplinary program includes courses offered both in Connecticut and at Fairfield University's campus in Florence, Italy.

To complete a **minor in Italian Studies** students must:

1. Demonstrate ability in Italian language through the intermediate level, and
 2. Complete five courses (15 credit hours) of coursework.
- (1) The language of modern Italy is Italian. Inasmuch as cultural mores and concepts are reflected and communicated in language, if one wants to begin to access the richness and complexity of Italy, one must achieve at least minimal proficiency in the language. Hence, all students pursuing the minor are expected to demonstrate ability in Italian at the intermediate level. They can meet this language expectation by (a), successfully completing Intermediate Italian (IT 101 and 102) or (b), passing a placement test administered by university faculty that verifies competency through the intermediate level. **Note:** Completion of this requirement is not considered a prerequisite for coursework in the minor. Instead, students are permitted to begin minor coursework during, or prior to, the fulfillment of the language expectation.

Courses offerings:**Modern Languages and Literatures**

IT 11/12	Basic Italian
IT 101/102	Intermediate Italian
IT 121/122	Continuing Italian
IT 223	Italian Composition & Oral Expression
IT 253	Contemporary Italian Culture
IT 271*	Italian Cinema
IT 355	The Novella
IT 381/382	Coordinating Seminar/Independent Study
IT 393* **	Italian American Experience

*Taught in English

**Counts toward the U.S. Diversity requirement

History

HI 203	European Society in the Middle Ages
HI 218	The Renaissance and Reformation

Philosophy

PH 212	Political Philosophy: Plato to Machiavelli
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Politics

PO 123	Modern Political Ideologies
PO 140	European Politics

Religious Studies

RS 224	The Papacy in Context
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Visual and Performing Arts

AH 130	Renaissance Art in Italy
AH 135	Renaissance and Baroque Architecture
AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia
FM 133	The Foreign Film: Italian Cinema Since WWII



(2) Five courses (3 credits each). At least four of the courses must be Italy-focused (i.e., dealing exclusively with Italy), or Italian language and literature courses at the Continuing level (IT 121-122) or above. The fifth course may be another Italy-focused course, or it may be an Italy-component course in which at least half of the course material deals with Italy. **Note:** No more than three of the five courses may be completed in a single discipline.

While study abroad is not required for completion of the minor, participation in the University's program in Florence, Italy (fall, spring, or summer sessions) is strongly encouraged.

Italian Studies courses are offered in a variety of fields and disciplines. A complete list of both Italy-focused and Italy-component courses is available from the Program Director.

Japanese

(see *Modern Languages and Literatures*)

Program in
Judaic Studies

Director: Umansky (*Religious Studies*)

Steering Committee: Behre-Miskimin, Rosenfeld (*History*), P. Eliasoph (*Visual and Performing Arts*), Feigenson (*English*), Prosnit (*Religious Studies*)

Judaism is a fundamental study for all who wish to understand the roots of Western Civilization. The Jewish religion is the oldest monotheistic faith, and remains a vital tradition as well as the foundation for Christianity and Islam. In addition, the history of the Jewish people is a rich tapestry that extends almost 4,000 years in time and throughout most of the world.

The Judaic Studies Minor is an interdisciplinary program, primarily based in the Department of Religious Studies. The Carl and Dorothy Bennett Center for Judaic Studies, which houses the office of the Program Director, a seminar room, and student lounge, serves as the program's physical locus. Fifteen credits (five 3-credit courses) are required for the minor, at least two of which must be taken in the Department of Religious Studies and at least one outside of the department. Students may structure their own course of study in consultation with the Program Director, but it is expected that they gain an understanding of basic Jewish religious beliefs and practices as well as those political, social, and cultural forces that have helped shape the historical experiences of the Jewish people.

Independent Study and internships are encouraged and can be substituted for any course (other than the two RS courses listed above) with the approval of the Program Director. Students are also encouraged to apply for summer, and semester- or year-long programs in the U.S. or Israel, especially those offering the opportunity for Hebrew language study. Students receiving credit for such courses, and/or other Judaic Studies taken at another university, may count up to six Hebrew language credits and three additional credits toward the Judaic Studies minor.

Courses offerings:

Religious Studies

RS 100	Introduction to Judaism
RS 101	History of the Jewish Experience
RS 150	Jewish Interpretations of Scripture
RS 203	Women in Judaism
RS 242	Jews and Judaism in America
RS 244	Faith After the Holocaust
RS 340	Modern Jewish Theology

English

EN 290	Literature of the Holocaust
EN 388	Jewish Literature

History

HI 205	Jews and Christians: A Social History
HI 210	The Third Reich
HI 212	Modern Germany II
HI 302	History and Dynamics of Collective Memory
HI 304	The Holocaust in History and Memory
HI 317	Religious Outsiders in Early Modern France and Europe
HI 342	Immigration, Ethnicity and Race in U.S. History
HI 370	The Jews of the Middle East and North Africa
HI 371	Arab-Israeli Conflict

Modern Languages and Literatures

HE 11	Basic Hebrew I
HE 12	Basic Hebrew II
HE 101	Intermediate Hebrew I
HE 102	Intermediate Hebrew II

Visual and Performing Arts

AH 119	Archaeology of the Lands of the Bible
AH 191	Art & Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes

Program in

Latin American and Caribbean Studies

Director: Sourieau (*Modern Languages and Literatures*)

Liaison Faculty: Buss, Franceschi (*Economics*); Campos, García-Devesa, W.N. Hill, Lopez (*Spanish*); Sourieau (*French*); Dew (*Politics*); Escobar (*Visual and Performing Arts*); Gordon (*Philosophy*); Crabtree (*Communication*); Hodgson (*Sociology and Anthropology*); Kidd (*International Studies*); Lakeland (*Religious Studies*)

Fairfield University's commitment to a humanistic perspective and to the concept of social justice requires that Fairfield students be introduced to the "other Americans" who inhabit this hemisphere. The indigenous, European and African strains in the Americas have produced rich and vibrant cultures that eloquently display the infinite possibilities of human community and creativity.

It is the aim of the Program in Latin American and Caribbean Studies (LACS) to introduce students to characteristic aspects of these peoples and cultures which, because of their inherent value and the historic U.S. involvement with them, merit study and celebration

in their own terms. The "pre-Columbian" indigenous cultures, the systems of African slavery, economic dependency, 20th century revolutions in poetry, painting, literature, politics, the church, and the reassertion of negritude and Indian rights are some of the themes considered in the courses offered in the Program.

Requirements for the 15-credit minor in Latin American and Caribbean Studies include third-year language competency plus completion of:

1. One of the two interdisciplinary, capstone seminars (LA 301 or 302) on the themes of "Latin America and the United States" and "The Human Condition in Latin America." The seminar topics will alternate each year. ID 300 qualifies for this requirement if the Capstones are not offered.
2. Four additional courses in at least three of the participating disciplines taken from the list of courses. The LACS minor permits the multiple counting of courses for credit in the core or in other programs.

Competence in Spanish, French or Portuguese at the "continuing level" (i.e., the third year level) is required. The second half of the "continuing" course (e.g., SP 122, FR 122, or a literature/film course from the list below) may be counted towards the 15-credit requirement. This program enthusiastically supports Study Abroad and will help students find a program that satisfies their needs and interests.



Course Offerings:

Biology

BI 79 Rainforest Ecosystems

Economics

EC 215 Global Resources
EC 235 Economic Development of
Third World Nations

Environmental Studies

EV 300 Seminar on the Environment:
Global Concerns - Latin America

French

FR 291 Problematics of Racial Discourse:
Anglophone and Francophone

History

HI 277 Mexico: Cortés to Vicente Fox
HI 287 Green History of Latin America
HI 288 Colonial Latin America, 1492-1810
HI 289 Latin America in Revolution,
1810-Present
HI 290 Central America: Conquistadores
through the 1990's Peace Accords
HI 291 Africans in the Americas, 1500-1800

Interdisciplinary Studies

ID 300 Justice and the Developing World

Politics

PO 142 Latin American Politics
PO 143 Caribbean Politics

Religious Studies

RS 235 Liberation Theology

Sociology and Anthropology

AY 111 Cultural Anthropology
AY 130 Society and Culture of Latin America
and Africa
SO 191 Social Change in Developing Nations

Spanish

SP 235 Analysis and Interpretation of
Hispanic Literature
SP 253 Spanish American Civilization & Culture
SP 255 Popular Culture in Latin America
SP 271 Hispanic Film
SP 287 U.S. Latino Literature
SP 295 Nature in Latin American Literature*
SP 303 From Empire to Modernization in
Spanish Literature
SP 305 Popular Culture in Latin America
SP 346 Spanish American Drama
SP 347 Masters of the Spanish American Novel
SP 353 Spanish American Short Prose Fiction
SP 371 Images of Latin American Indians

Program in

Marine Science

Director: Brousseau (Biology)

Liaison Faculty: M. Hill, Klug, Poincelot (*Biology*);
Steffen (*Chemistry*); Beal (*Physics*)

As with all areas of science, study of the marine environment has become increasingly interdisciplinary in nature. This program provides interested students with the opportunity to explore the interface between their discipline and the study of marine science through coursework, internship and research experiences. Fairfield University's geographic location, minutes from Long Island Sound, provides a unique opportunity for students to study marine science in a "natural laboratory" and many of the courses described below integrate field trips into the curriculum.

The Marine Science minor is open to students of any major but will probably appeal most generally to science students interested in pursuing some area of marine or environmental science in graduate school. A minimum of 19 credits (five 3-credit courses; one 4-credit course) is required for the minor. Two courses are required (BI 78; BI 260 or BI 85) and the remaining four courses are selected from the elective offerings. Students are encouraged to include up to six credits of research and/or internship experience in their minor. Faculty-directed research projects include topics in marine shellfish pathology; marine invasion ecology; molecular biology of marine sponges; marine product biostimulant research; and ecosystem structure and function in aquatic systems. Marine internships are available in Connecticut through the Maritime Aquarium, Norwalk; Bridgeport Regional Vocational Aquaculture School, Bridgeport; Westport Nature Center, Westport; National Marine Fisheries Laboratory, Milford; Mystic Marineline Aquarium, Mystic; Audubon Coastal Center, Milford; and SoundWaters, Stamford.

See departmental listings for course descriptions.

*Taught in English. Available for EN (literature) credit.

Course Offerings:

Required Courses

- BI 78 Introduction to Marine Science and
BI 260 Ecology (or an equivalent course)

Elective Courses:*

- BI 80 Tropical Marine Biology
BI 100 Marine Biology (offered summers only)
BI 362 Marine Invertebrate Zoology
BI 382 Principles of Aquaculture Seminar/Lab
BI 383 Coral Reef Ecology Seminar
BI 388 Ecology of the North Atlantic Coast
BI 391-392 MUSE Research
BI 393-394 MUSE Internship
BI 395-396 Independent Research I & II
BI 397-398 Internships
CH 220/PS 220 Pollution in the Environment

***Note:** Students interested in Marine Science often take credit-approved courses through off-campus institutions, either during the summer (e.g., School for Field Studies) or as a semester exchange program (e.g., SeaSemester Program). The student may receive credit toward the elective portion of the Marine Science Minor for such courses having a significant marine component.

MARINE UNDERGRADUATE SOUNDWATERS EXPERIENCE (MUSE)

As an undergraduate engaged in upper-level studies of marine science, biology, environmental studies and/or education, you have the unique opportunity to enroll in MUSE (Marine Undergraduate SoundWaters Experience), an integrated program that combines coursework, research, independent study projects, and opportunities to teach younger students using the resources of Fairfield University and SoundWaters, a nonprofit organization dedicated to the protection of Long Island Sound and its watershed. You will be able to use the Sound itself as a living laboratory and sail aboard the 80-foot schooner SoundWaters, which serves as a floating classroom for a variety of environmental education programs. Your work in this program will increase your understanding of many environmental issues and your ability to lead and promote responsible efforts to preserve marine life in and around the Sound.



The Program

Coursework

Students obtain 12 to 15 college credits by taking two courses for 6 credits in Marine Science at Fairfield and completing BI 393 (fall semester) or BI 394 (spring semester) MUSE Internship for 6 credits and BI 391 (fall semester) or BI 392 (spring semester) MUSE Research, a 3-credit independent research project at SoundWaters.

The course offerings at Fairfield include two required courses:

- BI 78 Introduction to Marine Science and
BI 260 Ecology (or an equivalent course)

If you have already taken these courses or the equivalent, you may choose among the elective courses for the Marine Science Program listed above.

For descriptions of these courses, see the Biology and Chemistry sections of this catalog.

The Personnel

The principal teachers and supervisors you will encounter in the MUSE program are:

Diane J. Brousseau, Director of Marine Science, Fairfield University
Emily Dupignac, Director of Education, SoundWaters
Frank Cantelmo, Board of Directors, SoundWaters
William Boysen, Executive Director, SoundWaters

Depending on your choices of courses and activities, you may encounter other faculty at Fairfield or members of the instructional staff at SoundWaters.

Department of

Mathematics and Computer Science

Professors: Bernhardt (*Chair*), Coleman, Dennin, Fine, G. Lang, MacDonnell, Mulvey

Associate Professors: Bolger, O'Neill, Sawin, Spoerri, Weiss

Assistant Professors: King, McSweeney

Adjuncts: C. Cron, J. Cron, Fitzpatrick, Ippolito, Monaco, Money, Shane, M. Simon, Turechek, Vangor, Williamson

For the student of arts, business, and the social sciences, the Department of Mathematics and Computer Science seeks to give training in basic and necessary skills, to highlight the cultural and applied values of mathematics, and to show the relationship between other branches of knowledge and mathematics.

The major in Computer Science is described in the Computer Science section of this catalog.

Major in Mathematics

The mathematics major at Fairfield is designed to give the student as strong and as wide a background in undergraduate mathematics as possible. This major provides the foundation for further graduate studies in theoretical or applied fields of mathematics. It also prepares for other fields, such as computer science or law, in which strong quantitative skills are needed, or for employment in mathematics-related fields, either in industry or in teaching. Mathematics majors also have the option of concentrating in computer science. Those wishing a stronger mathematical background may opt for a mathematics major with a minor in computer science.

Graphing calculators and computer software are integrated as much as possible in the mathematics curriculum. Mathematics majors are required to have a graphing calculator at least as powerful as a TI-83.

All mathematics majors will take a comprehensive examination in their senior year. A grade of Passed with Distinction, Passed, or Failed will be recorded on the transcript.

Majors in mathematics must complete 3 credits of a high-level computer programming language, such as Pascal, C, or FORTRAN by the end of their junior year. Students who can demonstrate proficiency in one of these languages may have this requirement waived by the Department Chair.

Students invited to take the Honors Seminar (MA 390-391) will receive three credits for one of their mathematics electives if they complete one semester. Students completing two semesters will earn six credits, three credits as one of their mathematics electives and three credits of a free elective.

Students who do student teaching (ED 381-382) may have one mathematics elective waived if they have taken MA 383, Modern Geometry. Those planning on a career in secondary education should consult the Coordinator of the Program in Education and the Chair of this Department as early as possible.

Although physics is the usual science taken by majors in mathematics or computer science, a different laboratory science may be substituted with permission of the Chair.

The intern program provides mathematics majors an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships could be in any one of a number of areas such as actuarial sciences, numerical analysis or statistics. Internships may be for one or two semesters. The intern is expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a mathematics elective to fulfill the requirements for a major.

Students who wish to double major in mathematics and a science are encouraged to meet with the chairs of the respective departments so that appropriate modifications to the requirements can be made to allow these students to graduate in four years.

Minor in Mathematics

The minor in mathematics consists of two courses at the 100 level and three mathematics courses at the 200 level or higher. The specific selection of courses must have approval of the Chair of the Department of Mathematics and Computer Science.

Bachelor of Science*(Major in Mathematics)*

	Credits	
	Fall	Spring
First Year		
Mathematics (MA 171-172)	4	4
Core	12	12
Sophomore Year		
Mathematics (MA 271-272, MA 231, and MA 235)	6	6
Core (includes Science)	10	10
Junior Year		
Mathematics (MA 371, MA 334)	6	
Mathematics electives		6
Core	6	3
Electives	3	6
Senior Year		
Mathematics electives	6	6
Mathematics comprehensive exam		
Core	3	
Electives	6	9

Bachelor of Science*(Major in Mathematics with a concentration in Computer Science)*

	Credits	
	Fall	Spring
First Year		
Mathematics (MA 171-172)	4	4
CS 131		3
Core	12	9
Sophomore Year		
Mathematics (MA 271-272, MA 231, and MA 235)	6	6
Computer Science (CS 132)	3	
Core	6	9
Junior Year		
Mathematics (MA 371, MA 334)	6	
Mathematics elective (or CS 342 or CS 343)		3
Computer Science (CS 221, CS 232)	3	3
Core	6	3
Electives	6	
Senior Year		
Computer Science (CS 354)		3
Numerical Analysis (CS/MA 377)	3	
Mathematics (Theoretical Elective)		3
Mathematics comprehensive exam		
Core (includes Science)	7	4
Electives	6	3

Course Descriptions**Mathematics Courses for Non-Majors****MA 9 & 10 Mathematics for Liberal Arts**

Major mathematical concepts are presented in an historical and cultural setting. Topics include geometry, set theory logic, differential, and integral calculus. The interplay between mathematics, philosophy, and the arts is explored in addition to the more traditional relationship between mathematics and the physical sciences. Mathematics is treated as an art for its aesthetic beauty as well as a science. The course is oriented to giving a mathematician's view of the subject rather than preparing a student for a specific application of mathematics.

*3 credits***MA 15 Finite Mathematics**

Sets and functions; linear equations, linear models and applications; matrices, determinants, systems of linear inequalities, linear programming; probability.

*3 credits***MA 17 Introduction to Probability and Statistics**

An introduction to the theory of statistics. Course includes measures of central tendency, variance, Chebyshev's theorem, probability theory, binomial distribution, normal distribution, the central limit theorem, and estimating population means for large samples. (Students who have taken two semesters of calculus may not take this course.)

*3 credits***MA 19 Introduction to Calculus**

This course introduces differentiation and integration, and shows how these ideas are related. The focus is on illustrating how a huge array of important and interesting questions in geometry, applications and life, when expressed in the language of functions, turn out to be questions about derivatives and integrals, and are amenable to the same body of techniques and universal principles. The basic concepts are introduced numerically, algebraically and geometrically with graphing calculators being used to illustrate many of the underlying geometrical ideas. (MA 19 is a terminal calculus course; it is NOT a prerequisite for any other course. Students who have received credit for MA 19 may not take MA 121 for credit.)

*3 credits***MA 27 Intermediate Business Statistics**

This course is intended for students who have taken both MA 17 and MA 19. It covers the tools and techniques of statistics most commonly seen in business applications. It is intended as a course to meet the third semester of the Business School's quantitative requirement. (Students who have had MA 121/122 or 171/172 should take MA 217.) Topics include (multi)linear regression and correlation, inference, including t-tests, and chi-square tests, and analysis of variation (ANOVA). (Prerequisites: MA 17, MA 19)

*3 credits***MA 121 & 122 Applied Calculus I & II**

MA 121: Plane analytic geometry; foundations of the calculus; differentiation of algebraic functions; extrema and curve sketching; applications of derivatives

(Formerly listed as MA 21) 3 credits

MA 122: Antiderivatives; the Fundamental Theorem of Calculus; differentiation and integration of trigonometric, logarithmic, and exponential functions; techniques of integration; applications of the definite integral. (Prerequisite: MA 121 or equivalent)

(Formerly listed as MA 22) 3 credits

(MA 121 and 122 are NOT prerequisites for MA 171. Students who have received credit for MA 121 may not take MA 171 for credit; similarly for MA 122 and MA 172.)

MA 123 & 124 Calculus Revisited I & II

MA 123: After a quick review of differential calculus of one variable, topics to enhance and extend a student's knowledge of the calculus are selected from infinite series and sequences, partial differentiation, and other applications. (Prerequisite: A good grade in a full-year high school calculus course and a high score, normally 620 or better, on the Mathematics portion of the SAT examination.)
(Formerly listed as MA 23) 3 credits

MA 124: After a quick review of integral calculus of one variable, topics to enhance and extend a student's knowledge of the calculus are selected from multiple integration, statistical analysis and applications of probability theory, and other applications. (Prerequisite: MA 123)
(Formerly listed as MA 24) 3 credits

MA 125 & 126 Calculus I & II: Engineering and Physics Majors

MA 125: Analytic geometry, continuous functions, derivatives of algebraic and trigonometric functions, product and chain rules, implicit functions, extrema and curve sketching, indefinite and definite integrals, applications of derivatives and of antiderivatives.
(Formerly listed as MA 25) 3 credits

MA 126: Exponential and logarithmic transcendental functions, their derivatives and their integrals; The Fundamental Theorem of Calculus; applications to area, arc length and volumes of revolution; hyperbolic functions, inverse trig functions; methods of integration, by substitution and parts; indeterminate forms and improper integrals. (Prerequisite: MA 125 or equivalent)
(Formerly listed as MA 26) 3 credits

MA 211 Applied Matrix Theory

Techniques and applications of linear algebra; solutions of linear equations, determinants, linear geometry, eigenvalues and eigenvectors. For students majoring in the sciences, economics, and business. Not for mathematics majors. 3 credits

MA 217 Applied Statistics

An introductory, calculus-based statistics course focusing on applications in business, statistics, and everyday events. Topics include descriptive statistics, including mean, median mode, standard deviation, histograms, distributions, box plots, and scatter plots; probability theory, including counting rules, random variables, probability distributions, expected values, binomial and normal distributions and the central limit theorem; inferential statistics, including point estimates, confidence intervals and hypothesis testing; and regression theory. Students learn to analyze data with the aid of common software packages. (Prerequisites: MA 121-122) 3 credits

MA 225 Applied Calculus III

Partial differentiation, multiple integrals, infinite series, and first order differential equations. (Prerequisites: MA 121-122) 3 credits

MA 227 Calculus III: Engineering and Physics

Majors

Infinite series, tests for convergence, power series, Taylor series; geometry in 3-space; partial differentiation of continuous functions; chain rule, exact differentials, maxima and minima; multiple integration; application to volumes, center of gravity; polar, cylindrical and spherical coordinates.
(Prerequisite: MA 126 or equivalent) 3 credits

MA 228 Calculus IV: Engineering and Physics

Majors

Vector arithmetic and algebra, dot and cross products, parametric equations, lines and planes; gradient, directional derivative, curl, divergence; line integrals, work, Green's theorem, surface integrals; Stokes's and divergence theorems.
(Prerequisite: MA 227 or equivalent) 3 credits

MA 241 Applications of Modern Geometry

Axiomatic structures, undefined terms and axioms; centroid theorems, Ceva and Menelaus theorems, cross ratio; transformation geometry through inversion and reciprocation; projective geometry with complete quadrangles and quadrilaterals; non-Euclidean geometry theorems of Saccheri with limit triangles and Saccheri Quadrilaterals; Poincaré model of Lobachevsky's hyperbolic geometry; solution of triangles whose angle sum is less than 180 degrees. This course is meant for students seeking a minor in mathematics.
(Prerequisites: MA 121-122) 3 credits

MA 321 Ordinary Differential Equations

Solutions of first and second order differential equations by formal methods; Linear equations are studied in detail; Systems of equations; Series solutions; Applications to geometry and physics. (Prerequisite: MA 225 or equivalent) 3 credits

MA 322 Partial Differential Equations with Special Functions

Solution of constant and variable coefficient linear equations; Lagrange method using subsidiary equations; separation of variables in two and three variables; Eigenvalue problems; Fourier series solution of the Heat equation, the Wave equation and the Laplace equation; Gamma and Bessel functions; Legendre, Hermite, and Laguerre polynomials; Calculus of Variations. (Prerequisite: MA 321 or equivalent) 3 credits

Mathematics Courses for Majors

Admission to mathematics major courses numbered 300 or above requires the successful completion of MA 171, 172, 271, 272, and 231 or permission of the Chair of the Department.

MA 171 & 172 Differential Calculus & Integral Calculus

MA 171: Functions; limits, continuity, and derivatives; applications; relative maxima, minima, and curve sketching; absolute maxima and minima; related rates; Rolle's Theorem and the Mean Value Theorem. 4 credits

MA 172: Antidifferentiation; the definite integral and the Fundamental Theorem of Calculus; applications; area, volume, and arc length; exponential, logarithmic, trigonometric, and hyperbolic functions; integration techniques; indeterminate forms; Taylor's Theorem; and infinite series.
(Prerequisite: MA 171 or equivalent) 4 credits

MA 231 Discrete Mathematics

Logic; sets; functions; equivalence relations and partitions; factor sets; mathematical induction; isomorphisms; countability. Also listed as CS 231. *3 credits*

MA 235 Linear Algebra

Linear spaces and subspaces; linear independence and dependence; bases and dimension; linear operators; matrix theory; determinants and systems of linear equations; eigenvalues and eigenvectors. (Prerequisite: MA 231) *3 credits*

MA 271 Multivariable Calculus I

Convergence tests, power series; vectors in the plane and in 3-space; arc length, curvature, equations of lines and planes; vector functions; parametric equations; functions of several variables, differentiability, gradient, directional derivatives; tangent planes, normal lines; total differential, extrema. Lagrange multipliers; sequences and series. (Prerequisite: MA 172 or equivalent) *3 credits*

MA 272 Multivariable Calculus II

Multiple integration: volume and surface integrals in cartesian, cylindrical and spherical coordinates. Line integrals, Green's theorem, divergence and curl, Jacobians, change of variables, Stokes's theorem, divergence theorem. (Prerequisite: MA 271 or equivalent) *3 credits*

MA 331 Applied Mathematics I

Theory and solution of ordinary differential equations - first-order equations, linear equations of arbitrary order, and linear systems; Gamma and Bessel functions; Chebyshev, Legendre, Laguerre and Hermite polynomials; Green's identities, Stoke's and Guass's theorems. Calculus in variations. (Prerequisites: MA 235 and 272 or equivalent.) *3 credits*

MA 332 Applied Mathematics II

A continuation of MA 331. Fourier Series, orthogonal functions, normed linear spaces; adjoint operators, Sturm-Liouville problems; partial differential equations - the heat, wave and Laplace equations; separation of variables; the method of characteristics. A more theoretical approach than in MA 322. (Prerequisite: MA 331 or permission of instructor.) *3 credits*

MA 334 Abstract Algebra

Group theory and the Sylow Theorems; rings and ideals, integral domains, fields; vector spaces; algebras. *3 credits*

MA 337 Number Theory

A study of the integers including but not limited to the following topics: primes and their distribution, divisibility and congruences, Quadratic Reciprocity, special numerical functions such as Euler's 1-function, Diophantine equations. The influence number theory has had on the development of algebra and the interplay between the two is considered. *3 credits*

MA 341 Linear Programming and Operations Research

Convex sets, extreme points, theoretical basis of the simplex method for linear programming, the simplex computational procedure, duality theory, sensitivity analysis. The transportation problem and network applications as time permits. (Prerequisite: MA 235) *3 credits*

MA 342 Theory of Computation

Finite state machines, push-down automata, Turing machines and recursive functions. Mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars. Decidable vs. undecidable problems. Introduction to algorithm analysis. Also listed as CS 342. (Prerequisite: MA 231) *3 credits*

MA 351 Probability and Statistics I

Counting techniques, axiomatic probability theory; discrete and continuous sample spaces; random variables, distribution functions, probability density and mass functions. Normal, binomial, Poisson distributions. Limit laws. *3 credits*

MA 352 Probability and Statistics II

Joint distribution and continuous distributions; statistical application of probability; theory of sampling; variances of sums and averages; estimation and hypothesis testing; least squares, curve-fitting, and regression. (Prerequisite: MA 351) *3 credits*

MA 361 Topics in Algebra

This course is designed to investigate a number of topics in greater depth than can be done in the first linear or abstract algebra course. Three topics are selected from the following list: Canonical Forms for Matrices, Metric Linear Algebra, Ideal Theory, Finite Non-abelian Groups and Galois Theory. It is expected that at least one topic from each of linear and abstract algebra will be selected. (Prerequisites: MA 235, MA 334) *3 credits*

MA 371 Real Analysis

\mathbb{R} as a complete, ordered, archimedean field; \mathbb{R} as a linear vector space equipped with inner product and norm; metrics on \mathbb{R} particularly the euclidean one, topological concepts: continuity, connectedness and compactness; the Intermediate Value, Extreme Value, Monotone Convergence, Bolzano/Weierstrass and Heine/Borel Theorems; convergence and uniform convergence of sequences of continuous functions; Differentiation: the Mean Value, Implicit and Inverse Function Theorems; Integration: The Riemann Integral and the Theorem of Lebesgue. (Prerequisites: MA 231, MA 272) *3 credits*

MA 373 Complex Analysis

Algebra of complex numbers, Cauchy-Riemann equations and analytic functions, complex differentiation, integration in the complex plane, Cauchy's Theorem and integral formula, conformal mapping, Laurent series and residue theory, applications. (Prerequisite: MA 371) *3 credits*

MA 377 Numerical Analysis

Computer arithmetic, round-off errors, the solution of nonlinear equations, polynomial approximation, numerical differentiation and integration, and the solution of systems of linear equations will be investigated via student-written code to implement the algorithms and/or the use of available software. Also listed as CS 377. (Prerequisites: MA 172, MA 235 and proficiency in a computer language.) *3 credits*

MA 383 Modern Geometry

Foundation for plane geometries. Theorems of Menelaus, Ceva, Desargues, Pascal, Brianchon, Feuerbach. Inversion and reciprocation transformations. Projective, Riemannian and Lobachevskian geometries. Poincare model. *3 credits*

MA 385 Point Set Topology

Topological spaces, continuous functions; product, metric and quotient spaces; countability and separation axioms; existence and extension of continuous functions; compactification; metrization theorems, complete metric spaces. (Prerequisite: MA 371)

3 credits

MA 390-391 Honors Seminar

Participation is open to senior mathematics majors with a 3.50 or higher G.P.A. in mathematics and those invited junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. The purpose of this seminar is to provide the talented student with an opportunity to obtain experience in doing individualized study and research in current mathematical journals, under faculty direction. Participants are expected to present several reports on their findings before a group of peers. The subject matter content of the seminar varies from year to year.

3 credits

MA 397-398 Internship in Mathematics

The internship program provides the senior mathematics major with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements, especially in the applications of mathematics, numerical methods, and statistics. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty advisor. The number of credits varies and interns may register for a summer session, and/or one or two semesters for an overall maximum of 6 credits. In addition, a student's internship must satisfy the requirements outlined in the "University Internship Policy," which is available from the Career Planning Center. (Prerequisites: senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.)

1-3 credits

MA 399 Independent Study in Mathematics

The independent study provides students with the opportunity to study areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students have an opportunity to learn an area in mathematics through reading and research. The independent study includes written work in the form of exercises or papers.

Students must apply to a professor under whose direction they wish to study and have the approval of the Department Chair. This course may not replace a mathematics elective to fulfill the requirements for the major.

3 credits

Department of

Modern Languages and Literatures

Professor: Fedorchek

Associate Professors: Campos, Goldfield, W.N. Hill, Sourieau, Webster (*Chair*)

Assistant Professors: Carolan, Garcia-Devesa, López

Instructors: Bork-Goldfield, Knight, Mussio, Tauro, Wilkinson

Lecturers: Avery, Blanco, Brugger, J. Dever, M. Dever, Y. Eliasoph, Erotopoulos, Khadjavi, Kimball, Klee, Knight, Leeber, Liu, Lozano, Prulletti, Sommer, Vaquero, Yepes

The study of modern foreign languages, as well as their cultures and literatures in the original, is an intellectual experience that offers the student another point of view on life. Knowledge of a language other than English is freedom from the restraints of seeing but one reality, and the new perspectives that are gained from understanding the expression of another people are the essence of a liberal education.

The Department of Modern Languages and Literatures stresses proficiency in all language skills in order to prepare students for careers in business, communication, education, government, health sciences, social work, and related professions.

The department offers instruction in the following languages: Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish. Currently, majors and minors are available in French, German and Spanish.

Majors select a single language in which to concentrate. They will elect a minimum of 24 upper-division credits in the language of concentration, i.e., eight, three-credit courses at the 200 and 300 level. These courses will typically include: four courses in literature, one in composition, one in conversation, and one in culture, which can be waived in favor of summer study abroad or Junior Year Abroad (both of which the Department encourages); the eighth course may be selected from any of the above areas. The study of a second or third language is encouraged. All majors are urged to work closely, as soon as possible, with an advisor of their choice to plan a program.

A **minor** in Modern Languages and Literatures is 15 credits in a single language beyond the intermediate (101-102) level, at the selection of the student and in consultation with a departmental advisor.

Beginning Fall 2001, for the class of 2005, a change in the Spanish major and minor **only** will take effect. A student who wishes to major will elect ten courses*# at the 200-300 level (30 credit hours), including the Coordinating Seminar, which is required of all majors and is to be completed typically in the senior year.** The remaining course selection is divided among three groupings: Fundamentals, Contexts, and Electives. The minor will consist of five courses* (15 credit hours) from those same groupings.

* Completion of SP 122 with a B or higher will substitute for one of the ten courses for the major, or for one of the five for the minor. See below.

Only one course taught in English can be counted toward the major or minor.

** The requirement for the major will be nine courses instead of ten for entering students who score 700+ on our placement exam.

Study Abroad, especially immersion programs, are encouraged and will be necessary for students who are beginning Spanish at Fairfield.

Overview of the Major in Spanish

The student must choose ten courses from the following groups: three courses from Fundamentals, two from Contexts, and four from electives (two must be literature), and the Coordinating Seminar.

Fundamentals: The prerequisite for this grouping is SP 122, or equivalent by exam or interview. All the following are required:

SP 221	Composition
SP 222	Conversation
SP 245	Analysis and Interpretation of Hispanic Texts

Contexts: Prerequisites for this grouping are two courses from Fundamentals. Also, a minimum of two of the following is required:

SP 251	Spanish Civilization
SP 253	Spanish-American Civilization
SP 301	Love, Life, and Death in Spanish Literature
SP 303	From Empire to Modernization in Spanish American Literature

Please note that before enrolling in SP 301 or SP 303, the student is advised to take at least one of the following: SP 245, SP 251, SP 253, or Study Abroad.

Electives: Prerequisites for this grouping are: for 200-level, at least one Fundamentals; for 300-level, at least one Contexts. Minimum of four courses required (two must be Literature, including Hispanic Film and Popular Culture) from the following:

AH 242	The Arts of Spain and Its World
SP 211	Commercial Spanish
SP 225	Structure and Syntax
SP 262	Translation from Written Spanish into English
SP 271	Hispanic Film
SP 287/EN 287	US-Latino/a Literature
SP 305	Popular Culture in Latin America
SP 311	Glory, Splendor and Decay: Spanish Golden Age Literature
SP 331	Love and Deception in 19th Century Spanish Literature
SP 341	20th Century Spanish Literature
SP 346	Spanish American Drama
SP 353	Spanish American Narrative
SP 355	Short Prose Fiction of Spain
SP 357	The Spanish Novel
SP 359	Puerto Rican Literature and Culture
SP 371	Images of Latin American Indians
SP 377-378	Internship

Coordinating Seminar: SP 381-382 (to begin Fall 2005). Prerequisites: at least one 300-level elective. Required of all majors. In consultation with a faculty supervisor, the major will complete a research paper and then present it in an informal "interview" format to the Spanish section faculty in the second semester of the senior year, whenever possible. The research should tie in with a 300-level elective course, already completed, or running concurrently. A 200-level elective may be substituted, in extraordinary cases, with permission. *3 credits*

Overview of the Minor

A student electing to minor in Spanish will take five courses from the following grouping:

two courses from Fundamentals, two from Contexts, and one 300-level course from Electives. (SP 122 with a B or above can substitute for one course of the five.)

Fundamentals: The prerequisite for this grouping is SP 122, or permission of the instructor. Two courses are required: SP 221, SP 222 (SP 122 with a B or above can substitute for one of these two.)

Contexts: Prerequisite for this grouping is one from Fundamentals. Two courses are required from the following:

SP 245	(this course is a prerequisite for further literature courses)
SP 251	Spanish Civilization
SP 253	Spanish-American Civilization

Electives: The prerequisite for 200-level courses is two from Fundamentals; for 300-level courses, one Context course is required. A 300-level literature course is strongly encouraged, but a 200-level course can satisfy the requirement with prior permission.

Core requirements may be fulfilled by completing successfully two semesters of French, German, Italian, Japanese, Russian, or Spanish at the 101-102 level; or French, German, Italian and Spanish at the 121-122 level or beyond. If the 11-12 level is selected (i.e., the student begins a language at Fairfield University), then 101-102 must also be taken to fulfill the language requirement.

Some sections of Basic and Intermediate language include an extra oral practice session (OPS). When offered, such sections are required.

The 300-level courses are conducted in the language and students are encouraged to consult with a member of the Department when selecting them.

In addition to its own programs, the Department of Modern Languages and Literatures participates in the program in International Studies and the minor programs in Asian Studies, Italian Studies, Judaic Studies, Latin American and Caribbean Studies, Russian and East European Studies, and Women's Studies. Select language courses may count toward those programs. See separate catalog entries for details.

Course Descriptions

Chinese

CI 11-12 Basic Chinese

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. The student participates in three/four classes per week, as determined by the Department, and must use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

CI 11-12 Basic Chinese

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. The student participates in three to four classes per week, as determined by the Department, and must use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

CI 101-102 Intermediate Chinese

In this two-semester sequence, the structure and current usage of the Chinese language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. There are three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

CI 101-102 Intermediate Chinese

In this two-semester sequence, the structure and current usage of the Chinese language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. The student participates in three classes per week and must use ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

French

FR 11-12 Basic French

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

FR 49-50 Basic French Review

This two-semester sequence is intended for students who have studied French for one or two years in secondary school but who are not prepared to take FR 101-102. Students build their communicative competency in the four skills, review and apply grammar to real-life situations, use tutorial and/or technological assistance extensively. Final oral proficiency of at least Novice High on the ACTFL/ETS scale is expected. Students who complete FR 49-50 must then take FR 101-102 in order to satisfy the core language requirement. Students must obtain written permission from the instructor or the Departmental chair in order to enroll in this class.

3 credits each

FR 101-102 Intermediate French

In this two-semester sequence, the structure and current usage of the French language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

3 credits each

FR 121-122 Continuing French

This course prepares students to continue the study of French on the advanced level. Review of essential points of grammar; vocabulary building; regular practice in speaking and writing. A wide variety of material (literary and cultural texts, articles from the press, films, documents) serves as the basis for class work and discussion, and provides an introduction to contemporary French culture.

3 credits each

FR 221 Grammar and Composition

This course emphasizes improving proficiency in the written language. Students build vocabulary and improve grammar through readings and exercises designed to prepare them for weekly compositions. These readings and exercises expose students to a variety of genres. Following peer review and instructor's comments, compositions are rewritten and incorporated into a final portfolio project.

3 credits

FR 222 French Conversation and Phonetics

This course emphasizes developing language skills for self-expression and communication. Class discussions are based on a wide range of authentic cultural materials such as press articles, films, short stories, television broadcasts, etc. Students' weekly oral assignments are prepared in writing for improvement of grammar and vocabulary. Phonetic alphabet is introduced and pronunciation exercises are stressed.

3 credits

FR 251-252 Culture and Civilization of France and the Francophone World

This course explores France and French people in a cultural, social, and historical context. In the second semester, the exploration moves into regions that comprise the francophone world. There is extensive use of multi-media, Internet, and audio-visual resources; and frequent oral and written reports are submitted.

3 credits each

FR 265 French Translation Workshop

This course helps students develop expertise in the art and craft of translation. Attention is given to terminology and procedures that assist the translator in describing and solving translation problems. Real and simulated case studies in a variety of fields such as commercial correspondence, tourism, food, transportation, telecommunications, social science and literature are used. Students practice with native script, giving attention to individual interests and majors, using both French-to-English and English-to-French translations. The class is conducted in both languages, and uses human, computer-based, and print resources. (Prerequisite: FR 221 or permission of instructor)

3 credits

FR 267 French Commercial Culture

This course is an introduction to the business practices and economic situation of France in the context of the European Union. Emphasis is placed on commercial vocabulary and business situations presented through extensive use of authentic material and documents. It is of particular interest to those students seeking a career in international business or international affairs. There is extensive use of multi-media, Internet, and audio-visual resources, and regular practice in speaking and writing.

3 credits

FR 271 Contemporary French Press and Media

Students read and discuss articles from representative magazines and newspapers in French, and from TV news-broadcasts and the Internet. Consideration is given to how the media and technology are shaping French society in the 21st century. The class discusses a wide range of topics such as politics, education, religion, the arts, science, privacy, censorship, etc. Frequent oral and written reports are submitted.

3 credits

FR 291/EN 291 The Problematics of Racial Discourse: Anglophone and Francophone

This team-taught course explores the complexities surrounding the concept of cultural identities as reflected in the literatures and visual texts of some anglophone and francophone postcolonial nations from Africa and the Caribbean. Using a combination of fictional and theoretical works, this course examines how some contemporary writers from England's and France's ex-colonies envision and negotiate their cultural identities vis-à-vis the hegemony of their old masters, and the west in general. By using heuristics such as memory, nationhood, tradition, modernity, border identity, sexuality, religion, and spirituality, this course explicates the angst over black bodies and white bodies. This course may be taken to fulfill three credits toward the major or minor in French.

3 credits

FR 301-302 Survey of Literature in French

A chronological view of French Literature is presented. Emphasis is placed on the most important writers and major literary movements and themes. The first semester considers varied genres from the Middle Ages through the 17th century. The second semester studies the forces unleashed by the revolution and considers the development of modern French literature.

3 credits each

FR 305 French and Francophone Women Writers

A wide range of literary genres produced by women writers from France and the francophone world are explored. Women's issues such as race, gender, class, status, power, etc., are investigated within the historical, political and cultural contexts of their regions of origin. French feminist theories are introduced. Readings and discussions are in French, with frequent oral and written assignments.

3 credits

FR 311 17th Century Classical Theatre

The plays of Corneille, Moliere, and Racine are examined. Stress is placed on both the revelation of 17th century classical principles and the modern relevance of the plays.

3 credits

FR 321 18th Century Literature

Readings and discussion of works by Voltaire, Marivaux, Diderot, Rousseau, Beaumarchais, and others. Frequent papers are required; emphasis on class discussion and student participation.

3 credits

FR 337 Novel of the 19th Century

The important novelists of the 19th century: Balzac, Stendhal, George Sand, Flaubert, Zola, and others are examined. Frequent oral reports and critical papers are required.

3 credits

FR 346 Modern French Theatre

This course introduces students to the history of French theatre and its various genres, and to the theory and practice in contemporary France. Full-length works by major modern dramatists from France and the francophone world are studied and viewed on videos or in local theaters. Frequent oral reports and critical papers are required.

3 credits

FR 347 Modern French Novel

This course involves reading and discussion of important modern novelists such as Mauriac, Malraux, Sartre, Beauvoir, Camus, Duras, Le Clezio, and others. Frequent oral reports and critical papers are required.

3 credits

FR 366-367 Film and Literature in French

The relationship between film and literature is examined. In the first semester, consideration of authors from France: Maupassant, Camus, Duras, Pr vert, and others. In the second semester, consideration of authors from francophone regions (Quebec, the Caribbean, Africa, etc.) The film version of each work is screened and serves as the basis for class discussion. Frequent oral and written reports are required.

3 credits each

FR 377-378 Internship

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloguing, public relations, advertising, teaching, etc. in the language of their specialization. The student's work is supervised by members of the Department who agree to guide the endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a full day per week, or its equivalent.

3 credits each

FR 381-382 Coordinating Seminar

Readings and studies in a specialized area of French, under the direction of a staff member. Designed to fill the special needs of specific students; given at the discretion of the Department Chair. Hours by arrangement.

3 credits each

German

GM 11-12 Basic German

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

GM 101-102 Intermediate German

In this two-semester sequence, the structure and current usage of the German language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

3 credits each



GM 121-122 Continuing German

The aim of this course is to introduce the student to the major works of literature. Emphasis will be placed on the literary and cultural significance of the texts. A primary goal will be to increase the students' reading ability through intensive analysis. Three classes each week for 2 semesters.

3 credits each

GM 221 Stylistics and Composition

This course is intended to assure proficiency in the written language. It provides opportunity for practice in accurate use of vocabulary, grammar, and syntax.

3 credits

GM 222 German Conversation

The goal of this course is to develop and improve the student's conversational ability. The course provides the students with an opportunity to sound their knowledge and opinions and to share their ideas as they learn from their peers in non-threatening small group discussions on contemporary topics.

3 credits

GM 251-252 German Civilization and Culture

The main currents of German civilization are presented by means of lectures, films, the World Wide Web, and different types of literature. Emphasis is on student participation and frequent oral and written reports. The geography, literature, history, and fine arts of Germany are scanned and studied as a basis for class discussion.

3 credits each

GM 301-302 Survey of German Literature

This course is an overview of works and literary movements from the Middle Ages to 1945. It provides students with the fundamental of literary analysis in the genres of poetry, drama, novellas, novels, short stories, and film. Frequent oral and written reports are required.

3 credits each

GM 321 18th Century German Literature

The development of German literature from the Sturm und Drang movement, through the classic period of Goethe and Schiller, Henrich von Kleist, analysis of the Romantic literary theory (Eichendorff, Novalis, Hoffmann).

3 credits

GM 331 19th Century German Literature

German prose and drama between 1830 and the turn of the century. Junges Deutschland, Biedermaier, Poetic Realism, and Naturalism. Selected works of Buchner, Stifter, Keller, Meyer, Hebbel, Fontane, and Hauptmann. *3 credits*

GM 341 20th Century German Literature

A critical study of the intellectual ferment and aesthetic reevaluation around the turn of the century concluding with the National Socialism. Readings and analysis of the most important writers of this time. Wedekind, Kaiser, Kafka, Rilke, Thomas Mann, Hofmannsthal, Musil, Broch, Brecht. *3 credits*

GM 377-378 Internship

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloguing, public relations, advertising, teaching, etc. in the language of their specialization. The work done shall be supervised by members of the Department who agree to guide the students in their endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a day per week, or its equivalent. *3 credits each*

GM 381-382 Coordinating Seminar

Readings and studies in a specialized area of German, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement. *3 credits each*

Hebrew**HE 11-12 Basic Hebrew**

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *4 credits each*

HE 101-102 Intermediate Hebrew

In this two-semester sequence, the structure and current usage of the Hebrew language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *3 credits each*

Italian**IT 11-12 Basic Italian**

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *4 credits each*

IT 101-102 Intermediate Italian

In this two-semester sequence, the structure and current usage of the Italian language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *3 credits each*

IT 121-122 Continuing Italian

This class is for students who have completed IT 101-102 and wish to perfect their general conversational, grammatical, and literary skills. Selected poetry and essays from classical Italian literature and modern masters. We also study Italy's rich cultural heritage; we use Italian newspapers and magazines, films; we consider daily events, tourism, commercial development, political parties, etc. *3 credits each*

IT 223 Italian Composition and Oral Expression

This class aims to improve proficiency in both written and oral expression in Italian. Students develop advanced writing and speaking skills, while concentrating not only on grammar, but also on style and appropriateness. Weekly compositions, based primarily on the genres studied in that class (short story, theater, memoir), allow students the opportunity to identify and correct grammatical mistakes. Students present speeches in class and conduct situational dramas (job interviews, television reporting, courtroom trials) in the target language. Various films and cultural artifacts (comic strips, proverbs, and music) familiarize students with idiomatic Italian. (Prerequisite: IT 121 or equivalent) *3 credits*

IT 253 Contemporary Italian Culture

Aspects of contemporary Italian culture in the arts, film, music, media, and literature are examined. We analyze the debates that inform the political, social, and cultural dimensions of Italian society today. Readings include magazine and newspaper articles, print advertisements, novels, short stories, and comic books. We view television news reports, soap operas, commercials, and movies, and listen to various types of contemporary Italian music. The course is conducted in Italian. (Prerequisite: IT 121-122, or equivalent) *3 credits*

IT 271 Italian Cinema

This course is a survey of Italian films as textual, cultural, and historical artifacts. We analyze movements such as neo-realism, *commedia all'italiana*, the spaghetti western, and new Italian cinema through the works of selected directors. The course follows a chronology from the silent period to present day, with special emphasis on the "golden ages" of Italian cinema, neo-realism of the post-war neo-realist period, the comedy of manners of the 1960s, and the new Italian cinema of the 80s and 90s. We analyze the works of Rossellini, De Sica, Fellini, Visconti, Germi, Antonioni, Wertmüller, Leone, Pasolini, Moretti, Benigni, and others. The course is conducted in English. *3 credits*

IT 355 The Novella

This course analyzes the most successful genre in Italian literature, the novella (short story), as it evolved from medieval time through the Renaissance to present day. Selections from Boccaccio, Basile, Bandello, Verga, Pirandello, Deledda, Morante, Moravia, Calvino, and others are read. The course is conducted in Italian. *3 credits*

IT 381-382 Coordinating Seminar/Independent Study

The course includes readings and studies in a specialized area of Italian under the direction of a staff member. Designed to fill the special needs of specific students; given at the discretion of the Department chair. Hours by arrangement. *3 credits each*

IT 393 The Italian American Experience

This course analyzes the concept of nationality and national identity in literature, film, and critical essays by and about Italian-Americans. Also discussed are the concept of ethnicity together with the phenomenon of emigration, and the difference in roles for men and women in this subgroup of American society. The success of Italian-Americans in various sectors of society reveals the vitality and determination of this particular ethnic group in the face of prejudice and economic hardship. We examine the contributions of Italians who left their native land for a new beginning, and discuss the perception and reality of America as the "promised land" in the Italian-American community. The course is conducted in English. This course meets the U.S. Diversity course requirement. (Formerly IT 293) *3 credits*

Japanese

JA 11-12 Basic Japanese

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *4 credits each*

JA 101-102 Intermediate Japanese

In this two-semester sequence, the structure and current usage of the Japanese language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *4 credits each*

Russian

RU 11-12 Basic Russian

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *4 credits each*

RU 101-102 Intermediate Russian

In this two-semester sequence, the structure and current usage of the Russian language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *4 credits each*

RU 121-122 Continuing Russian

This course is intended for students who want to continue their study of Russian beyond RU 101-102. It will include review of grammar, vocabulary building, and regular practice in speaking and writing. Extensive use will be made of films, magazines, newspapers, television news and material in the Culpeper Language Resource Center. *3 credits each*

Spanish

The student must choose ten courses from the following groups: three courses from Fundamentals, two from Contexts, and four from electives (two must be literature), and the Coordinating Seminar.

Fundamentals: The prerequisite for this grouping is SP 122, or equivalent by exam or interview. All the following are required:

- SP 221 Composition
- SP 222 Conversation
- SP 245 Analysis and Interpretation of Hispanic Texts

Contexts: Prerequisites for this grouping are two courses from Fundamentals. Also, a minimum of two of the following is required:

- SP 251 Spanish Civilization
- SP 253 Spanish-American Civilization
- SP 301 Love, Life, and Death in Spanish Literature
- SP 303 From Empire to Modernization in Spanish

American Literature

Please note that before enrolling in SP 301 or SP 303, the student is advised to take at least one of the following: SP 245, SP 251, SP 253, or Study Abroad.

Electives: Prerequisites for this grouping are: for 200-level, at least one Fundamentals; for 300-level, at least one Contexts. Minimum of four courses required (two must be Literature, including Hispanic Film and Popular Culture) from the following:

AH 242	The Arts of Spain and Its World
SP 211	Commercial Spanish
SP 225	Structure and Syntax
SP 262	Translation from Written Spanish into English
SP 271	Hispanic Film
SP 287/ EN 287	US-Latino/a Literature
SP 305	Popular Culture in Latin America
SP 311	Glory, Splendor and Decay: Spanish Golden Age Literature
SP 331	Love and Deception in 19th Century Spanish Literature
SP 341	20th Century Spanish Literature
SP 346	Spanish American Drama
SP 353	Spanish American Narrative
SP 355	Short Prose Fiction of Spain
SP 357	The Spanish Novel
SP 359	Puerto Rican Literature and Culture
SP 371	Images of Latin American Indians
SP 377-378	Internship

Coordinating Seminar:**SP 381-382 (to begin Fall 2005)**

Prerequisites: at least one 300-level elective. Required of all majors. In consultation with a faculty supervisor, the major will complete a research paper and then present it in an informal "interview" format to the Spanish section faculty in the second semester of the senior year, whenever possible. The research should tie in with a 300-level elective course, already completed, or running concurrently. A 200-level elective may be substituted, in extraordinary cases, with permission.

3 credits

Overview of the Minor

A student electing to minor in Spanish will take five courses from the following grouping:

Two courses from Fundamentals, two from Contexts, and one 300-level course from Electives. (SP 122 with a B or above can substitute for one course of the five.)

Fundamentals:

The prerequisite for this grouping is SP 122, or permission of the instructor. Two courses are required: SP 221, SP 222 (SP 122 with a B or above can substitute for one of these two.)

Contexts: Prerequisite for this grouping is one from Fundamentals. Two courses are required from the following:

SP 245	(this course is a prerequisite for further literature courses)
SP 251	Spanish Civilization
SP 253	Spanish-American Civilization

Electives: The prerequisite for 200-level courses is two from Fundamentals; for 300-level courses, one Context course is required. A 300-level literature course is strongly encouraged, but a 200-level course can satisfy the requirement with prior permission.

Core requirements may be fulfilled by completing successfully two semesters of French, German, Italian, Japanese, Russian, or Spanish at the 101-102 level; or French, German, Italian and Spanish at the 121-122 level or beyond. If the 11-12 level is selected (i.e., the student begins a language at Fairfield University), then 101-102 must also be taken to fulfill the language requirement.

Some sections of Basic and Intermediate language include an extra oral practice session (OPS). When offered, such sections are required.

The 300-level courses are conducted in the language and students are encouraged to consult with a member of the Department when selecting them.

In addition to its own programs, the Department of Modern Languages and Literatures participates in the program in International Studies and the minor programs in Asian Studies, Italian Studies, Judaic Studies, Latin American and Caribbean Studies, Russian and East European Studies, and Women's Studies. Select language courses may count toward those programs. See separate catalog entries for details.

SP 11-12 Basic Spanish

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

4 credits each

SP 49-50 Basic Spanish Review

This two-semester sequence is intended for those students who have studied Spanish for one or two years in high school, but who are not prepared to take SP 101-102. The aim of this course is to build students' communicative skills and to review and apply Spanish grammar to real-life situations. Students who complete SP 49/50 must then take SP 101/102 in order to satisfy the core language requirement. Students must obtain written permission from the instructor or the department chair in order to enroll in this class.

3 credits each

SP 101-102 Intermediate Spanish

In this two-semester sequence, the structure and current usage of the Spanish language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

3 credits each

SP 121-122 Continuing Spanish

This course is a two-semester grammar/cultural review of Spanish-American society and literature. It is conducted largely in Spanish and uses a variety of materials, from print and video to the Web, to enhance the students' ability to use Spanish for written and oral communication about the "other America."

3 credits each

SP 211 Career-Oriented Spanish

This course is for students who wish to continue their work in written and spoken Spanish to acquire a skill that would be an asset in numerous careers. Through papers and classroom discussion, emphasis is placed on learning vocabulary related to business, law, medicine, social work, etc.

3 credits

SP 221 Spanish Composition

The objective of this course is to improve the student's proficiency in the written language. It provides opportunity for practice in accurate use of vocabulary, grammar, and syntax.

3 credits

SP 222 Spanish Conversation

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion of a variety of contemporary topics. Opportunity is provided for practice in improvement in pronunciation, increasing vocabulary, and correct use of grammar.

3 credits

SP 225 Spanish Structure and Syntax

A study of the difference between Spanish and English, and of the major difficulties in Spanish that confront the native English speaker. Although the course is broad in scope, the work ranges from the basics of pronunciation, lexicology, and comparative structure to rules of current usage. Particular attention will be given to the subjunctive, the verbal system, *ser* and *estar*, and others.

3 credits

SP 245 Analysis and Interpretation of Hispanic Literature

The course provides students with the fundamentals of literary analysis in the genres of poetry, narrative, theater, and film. Use of materials from around the Hispanic world will present a broad historical-cultural context for further reading, and sharpen the skills of analysis, argumentation, speaking and writing. Focused on literary study whose critical terms derive from the structure of literature itself (plot, scene, shot, verse, etc.), the course includes a survey of the periods of literary history. Critical papers required. Prerequisite: SP 122 or permission of instructor.

3 credits

SP 251 Spanish Civilization and Culture

The main currents of Spanish civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Spain are studied as a basis for class discussions.

3 credits

SP 253 Spanish American Civilization

This course presents a general view of Spanish-American civilization from Pre-Colombian times to the present. The culture, social history and politics of Spanish-America are studied through select literary readings, articles, documentaries, films, newspapers and Internet research. A special topic will be studied covering the globalization in Latin America and its impact in the 21st century. Exams, oral presentations, written papers and final paper required.

3 credits

SP 262 Translation from Written Spanish into English

The objective of this course is to learn how to translate from Spanish into correct, clear, and fluent English. Solid command of both languages is assumed. Practice will include translation of newspaper and magazine articles, commercial announcements, chapters from guidebooks, and literary selections. The range of materials is broad in order to provide students with exposure to different styles and levels of written Spanish. Numerous short papers and one long project required.

3 credits

SP 271 Hispanic Film

This course will examine and analyze film by Spanish and Latin American Directors (Bunuel, Saura, Littin, Sanjines, etc.). Films will first be studied as an independent genre using specific structural form as the means of analysis (close-up, sound-track, frame, etc.). Students will then begin to formulate interpretations that move between the formal, technical composition of films, and the concrete socio-historic and cultural reality to which each film refers. Course activities include screening of films, discussion of articles that deal with literary theory and analysis of film, and writing short papers.

3 credits

SP 287 U.S. Latino/a Literature

An exploration of definitive works in a rapidly expanding body of bilingual literature which includes Chicano, mainland Puerto Rican, and Cuban American literature. Works such as Tomás Rivera's . . . y no se lo tragó la tierra, Piri Thomas' Down These Mean Streets, and Cristina Garcia's Dreaming in Cuban bring into clear focus themes of bicultural identity, the struggle for justice and equality, and the politics of language. Taught in English, all oral reports and papers must be completed in Spanish.

3 credits

The following courses are intended for junior and seniors, and unless otherwise indicated, are by permission of the instructor.

SP 301 Love, Life, and Death in Spanish Literature

This course presents a thematic view of Spanish literature from its origins to the end of the 18th century. When possible, complete works are analyzed and discussed in class.

3 credits

SP 303 From Empire to Modernization in Spanish American Literature

This is a critical study of the principal authors and works from European contact with indigenous cultures to the end of the 19th century. The students gain an understanding of the origins and some of the preoccupations of Spanish American literature through critical analysis of documents of travel, discovery, descriptions of the struggles for independence, rural vs. urban life, and Modernismo. Critical papers and oral reports may be required.

3 credits

SP 305 Popular Culture in Latin America

This course examines the interaction among mass, elite, traditional, and indigenous art forms and their relationship with the dynamics of national/cultural identity in Latin America in the 19th, 20th centuries and globalization. Among the forms of expression studied are oral poetry and narrative, the "folletín" (19th century melodramas by installment) to 20th century "fotonovelas," "radionovelas" and "telenovelas," broadsides, comics, musical and political movements (such as "neo-folklore," "new Song" and "Nueva Trova," "Rock Latino"), artistic movements (such as Mexican Muralist), traditional and popular crafts, cooking, popular dance, and film. (Prerequisite: SP 253) *3 credits*

SP 311 Glory, Splendor and Decay: Spanish Golden Age Literature

This course studies the most important literary manifestations of the 16th and 17th centuries of Golden Age Spanish culture. Special emphasis is placed on Cervantes, Tirso de Molina, Lope de Vega, Quevedo, Góngora, and Calderón de la Barca. *3 credits*

SP 331 Love and Deception in 19th Century Literature

Students study and analyze representative works of the Romantic and Realist movements. Emphasis is on theatre and poetry, or on the novel, depending on students' needs. *3 credits*

SP 341 20th Century Spanish Literature

This course is a study of works and literary movements from the early part of the century (Generation of '98) to present times. Representative authors such as Unamuno, Baroja, Valle-Inclán, García Lorca, J.R. Jiménez, Cela, Laforet, Delibes, Matute, etc., are studied. *3 credits*

SP 346 Spanish American Drama

The course initiates the student in the process of critical thinking conducive to understanding and appreciating drama. Course procedure centers on student analysis and discussion of the definitive works of the 19th and 20th century in Spanish America. Selections will be taken from dramatists such as F. Sánchez, R. Usigli, R. Marques, Egon Wolff, G. Gambaro but may also include Chicano, testimonial, and collective theater. Critical papers and/or oral reports may be required. *3 credits*

SP 353 Spanish American Narrative

This course is a critical analysis and discussion of key words of the narrative genre with special emphasis on the 20th century development of the novel and short story. The works of authors such as Azuela, Quiroga, Borges, Bombal, Somers, Cortázar, García Márquez, Fuentes, Ferré, and Allende are studied. Consideration may also be given to experimental writing, the short story of fantasy, testimonio, and others. Critical papers and oral reports are required. *3 credits*

SP 355 Short Prose Fiction of Spain

This course explores the development of short prose fiction in Spain from translations of Hindu fables in the beginnings of the Middle Ages to the Golden Age (Cervantes' Novelas ejemplares) and its full development in the nineteenth and twentieth centuries. *3 credits*

SP 357 The Spanish Novel

This course studies the novel of Spain from its first tentative manifestation with the picaresque, through its major development with Cervantes up to the 20th century. Emphasis is given to the more important writer's works. *3 credits*

SP 359 Puerto Rican Literature and Culture

This course is a study and explanation of distinctive elements of the language of Puerto Rico. Discussion focuses on the fusion of indigenous, Hispanic, and Anglo-Saxon influence as manifested in the island's culture. Reading, study, and critical analysis of the most important writers of the contemporary period are carried out. *3 credits*

SP 371 Images of Latin American Indians

This course will study the vision of Latin American Indians from the first letters of the "Discoverers" and Conquistadores (Colón, Cortés, Bernal Díaz del Castillo), and missionaries (Bartolomé de las Casas) through relevant novels, short stories, and films of the 19th and 20th centuries. To understand post-Discovery vision of the Indians, this course will also study the major Pre-Columbian civilization of Mesoamerica and the Andean region. Authors such as the following shall be included: Matto de Turner, Icaza, Arguedas, Castellanos, etc. *3 credits*

SP 377-378 Internship

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloguing, public relations, advertising, teaching, etc. in the language of their specialization. The work done shall be supervised by members of the Department who agree to guide the students in their endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a full day per week, or its equivalent. *3 credits each*

SP 381-382 Coordinating Seminar

Readings and studies in a specialized area of Spanish, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement. *3 credits each*

Program in
Peace and Justice Studies

Director: Cassidy

The Program in Peace and Justice Studies is an expression of the Jesuit educational commitment which is fundamentally identified with the promotion of the values of peace and justice. The program is based on the principle that true peace is not only the absence of hostilities, but also requires the establishment of a just social order providing a decent and dignified life for all. Accordingly, the minor provides the student with an opportunity for the systematic study of a variety of issues in world peace and social justice, as well as an examination of how different religions and philosophical traditions have thought about these values.

A minor in Peace and Justice requires a total of 15 credits, distributed as follows:

- 1. PO 115 Introduction to the Study of Peace and Justice.
- 2. Three electives from the University curriculum chosen in consultation with the Director of the minor.
- 3. The concluding seminar.

In addition, the program includes an elective course: PJ 298 Internship in Advocacy and Community Organizing. The purpose of the internship is to provide students in the minor with the opportunity to understand, through direct participation, how citizens organize to empower their communities and promote policies that will benefit them. Interns are placed with community organizations in the Greater Bridgeport area and some placements include advocacy work in the state legislature in Hartford. The internship, begun in the fall 2001 semester, is currently an elective and not required of students in the minor.

The introductory course and the concluding seminar will be team-taught by two faculty drawn from among a variety of academic disciplines. Students may select their own electives, with approval of the Director, from any relevant courses in the University curriculum. Examples of courses students have taken in fulfillment of the electives requirement are listed below. *This list is meant to be suggestive only; there are numerous other courses that may also serve as electives.* Consult with the Director.

AE 297	Ecofeminism
BI 75	Ecology and Society
EN 290	Literature of the Holocaust
HI 288-9	Latin America
PH 288	Social and Political Philosophy
PJ 120*	Prophets of Nonviolence
PJ 123*	Praxis of Faith and the Transformation of Culture
PJ 125*	Homelessness: Causes and Consequences
PO 135	Peace and War in the Nuclear Age
PO 148	Northern Ireland: The Politics of War and Peace
RS 237	Christian Feminist Theology
SO 161	American Class Structure
SO 162	Race, Gender, and Ethnic Relations

*These three courses are not formally within a department in the University. They are specific to the minor and are summarized below. They are not required for the minor but are among those courses which students may choose as their electives. The other courses are described in the various department offerings in this catalog.

PO 115 Introduction to the Study of
Peace and Justice

The purpose of this course is to introduce the student to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course will focus on case studies beginning with an analysis of the crisis of America's cities and finds the causes in deindustrialization and its resulting poverty. This poverty is then compared to the poverty in developing nations. In both cases poverty is viewed as the effect of unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. A theoretical basis for the study of these fundamental problems in justice and peace is provided by examining them according to the principles of Marxism, Liberalism and Catholicism. Each of these traditions has its own perspective for understanding these problems and for responding to them. In this way the course provides both an awareness of the major problems in justice and peace as well as an understanding of the different ways to think about them.

3 credits

PJ 120 Prophets of Nonviolence

The goal of nonviolence is to return love for hate, ultimately overcoming evil with good. This course will introduce the student to the experience of nonviolence as expressed in the lives of Gandhi, Martin Luther King, Jr., Dorothy Day and Jean Vanier. Special attention will be given to the respective cultural and historical settings in which each individual lived. The student will also be faced with the implications of nonviolence for a life of faith committed to the struggle for peace and justice.

3 credits

PJ 123 The Praxis of Faith and the Transformation of Culture

This course is conceived as a response to the need in contemporary society for Christian faith to address culture on the basis of the gospel of Jesus of Nazareth. Implicit in this is the understanding that the Church and the gospel are themselves inculturated, that is, they do not stand outside the processes of culture, but carry specific embodiments of faith in cultural form. Thus, the meeting of faith and culture is an intercultural clash. In the course, faith will be defined as the praxis of the human journey to and with God. Christian faith is set within the horizon of the life of Jesus of Nazareth. Culture will be defined as those aspects of human consciousness, as well as the unconscious, and their embodiments in society that contain the various meanings we attribute to human life and the values we choose to live by. Culture is the matrix of political, economic and social structures of society. *3 credits*

PJ 125 Homelessness: Causes and Consequences

In this seminar, students spend several hours each week in shelters, soup kitchens or day programs, learning first-hand about homelessness. In class, journals and short papers, students will reflect on their community-based learning experiences and integrate them with readings and theory. The causes and consequences of homelessness are discussed, and critically analyzed from a variety of perspectives, as are its effects on individuals, families and society. *3 credits*

PJ 398 Capstone Research Seminar

This course is taken after the introductory course (PO 115) and three electives. The course provides an opportunity for the student to examine the connection between his or her major and the values of peace and justice. Each student undertakes a major research project representing a concept, issue or case study in the student's major and investigates the justice and peace dimension of the topic. The student makes oral and written presentations of the research project and discussion follows in the seminar. The course is very much student-driven. While faculty assist in the selection of topics and readings and join in the discussion, the course is designed to give students much of the responsibility for their learning. *3 credits*

Department of
Philosophy

Professors: Long (*Chair*), L. Newton, Tong

Associate Professors: DeWitt, Dykeman, Gordon, D. Keenan, Naser, Regan, S.J.

Assistant Professor: Wolfsdorf

Philosophy is a quest for truth, for ultimate values. The objective of our program, then, is to develop in the student a philosophic habit of mind by which he or she seeks to discover these values. We feel that the quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of one's experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in our program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.

Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.

To further these aims, the Department annually sponsors a series of lectures and regularly hosts both national and international philosophy society conferences. Moreover, in recognition of the highest scholastic average in Philosophy attained by a Philosophy major, the department awards the Carl J. Levantino Memorial Prize.

The Core Program in Philosophy

It is the judgment of the Department that the best introduction to philosophy for the undergraduate is a study of the four major periods of Western thought - namely, the classical, the medieval, the modern, and the contemporary. Reflected here, moreover, is a division that is more than chronological; the courses represent markedly different approaches to the philosophic enterprise, each of which demands detailed and careful treatment. An acquaintance with dominant themes of each of these periods is felt to be fundamental for advanced study in any field and for a liberal education in general. Such a program, finally, accords with the special identity of Fairfield University, its tradition and values.

Each student takes two semesters of philosophy. The first course is PH 10 – Questions in Ancient and Medieval Philosophy; the second course is selected from one of the modern and contemporary philosophy options numbered from PH 150 to 156.

If a student decides to take his or her third course in philosophy, any course numbered from PH 200 up may be selected.

Course Requirements for Philosophy Majors

1. Two history of philosophy courses - ancient-medieval, modern-contemporary.
2. Two courses, each an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, Nietzsche, etc. In these courses, special emphasis will be placed on the use of primary sources.
3. A course considering the elements of traditional and modern logic.

Any other five courses. (Note: Courses in Applied Ethics (AE) can be used to satisfy this requirement.)

Thus Philosophy 10, at least one philosophy course numbered 150 to 156, a logic course, two major figure courses and five courses numbered 200 and above, for a total of 30 credit hours are required for a major in philosophy.

Course Requirements for Philosophy Minors

1. Two history of philosophy courses - ancient-medieval, modern-contemporary.
2. Three courses in philosophy or Applied Ethics chosen with guidance and some concentration, e.g. art, politics, history, ethics, etc.

Thus Philosophy 10, one philosophy course numbered from 150 to 156, and any three additional courses from philosophy and/or applied ethics, for a total of 15 credit hours are required for a minor in philosophy.

PH 10 Questions in Ancient and Medieval Philosophy

This first introductory course considers the philosophical questions of several significant thinkers from the dawn of Western philosophy to the seventeenth century. The aim of the course is to introduce the student to the vocation of incessant questioning, not only by acquainting him or her with the rich and stimulating variety of ancient and medieval philosophical thinking, but also by developing his or her own skills of thinking, reading, and writing critically. *3 credits*

Modern Options

All courses numbered 150-156 require PH 10 as a prerequisite.

PH 150 Questions in Modern and Contemporary Philosophy: Descartes to Derrida

This second introductory course considers the philosophical questions of several significant thinkers from the seventeenth century to the present. This course introduces the student to new ways of thinking, ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The aim of the course is to introduce the student to the vocation of incessant questioning by acquainting him or her with these new ways of philosophical thinking, while continuing to develop his or her own skills of thinking, reading, and writing critically. *3 credits*

PH 153 Questions in Modern and Contemporary Philosophy: Existentialism

This second introductory course considers the philosophical questions of several significant thinkers from the seventeenth century to the present. This course introduces the student to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The focus of this course is a consideration of existentialism within the broader horizon of modern and contemporary philosophy. The aim of the course is to introduce the student to the vocation of incessant questioning by acquainting him or her with these new ways of philosophical thinking, while continuing to develop his or her own skills of thinking, reading, and writing critically. *3 credits*

PH 155 Questions in Modern and Contemporary Philosophy: Philosophy of Science

This second introductory course considers the philosophical questions of several significant thinkers from the seventeenth century to the present. This course introduces the student to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The focus of this course is a consideration of the philosophy of science (both natural and social) within the context of modern and contemporary philosophy. The aim of the course is to introduce the student to the vocation of incessant questioning by acquainting him or her with these new ways of philosophical thinking, while continuing to develop his or her own skills of thinking, reading, and writing critically. *3 credits*

PH 156 Questions in Modern and Contemporary Philosophy: Ethical Theory

This second introductory course considers the philosophical questions of several significant thinkers from the seventeenth century to the present. This course introduces the student to new ways of thinking ushered in by the revolutionary era of scientific reasoning and the enlightenment, as well as the reaction to modernism by contemporary thinkers. The focus of this course is a consideration of ethical theory and a comparative study of the various schools of ethical theory in modern and contemporary philosophy. The aim of the course is to introduce the student to the vocation of incessant questioning by acquainting him or her with these new ways of philosophical thinking, while continuing to develop his or her own skills of thinking, reading, and writing critically. *3 credits*

Electives

All courses numbered 200-299 require PH 10 and a 100-level philosophy course as prerequisites.

PH 203 Logic

This course is designed to provide a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics.

3 credits

PH 206 20th Century Philosophy

This course presents a coherent picture of the main currents of contemporary philosophy in both the Western and the non-Western tradition: Phenomenology and Existentialism, Pragmatism and Analytic Philosophy, Marxism and Dialectic Materialism, and Philosophy of History and Culture. 3 credits

PH 207 Aesthetics

The course is a study of aesthetic experience and an examination of concepts like imitation, expression, and psychic distance; a consideration of the relationships among the various arts, and an exploration of the role of art in life. 3 credits

PH 209 Augustine, Pascal, and Camus

This course takes as its focus the rich and enduring philosophical synthesis of the Bishop of Hippo as compared with two of his modern/contemporary disciples, Blaise Pascal and Albert Camus. These three thinkers came from three very different eras, and these differences should not be minimized. There is, however, a common strain in their thinking, which should become evident in the course of our study. 3 credits

PH 211 Epistemology

What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Epistemology—the study of knowledge—is the branch of philosophy concerned with such questions. The course explores epistemological issues through an examination of some of the important contributions to the field. 3 credits

PH 212 Political Philosophy: Plato to Machiavelli

This course considers the evolution of political thinking from the Golden Age of Athenian democracy to the dawn of the modern period. It takes as its focus the changing views of the body politic from Plato through Augustine, Thomas Aquinas and Marsilius, to Renaissance thinkers like More and Machiavelli. 3 credits

PH 214 The Problem of God

This course studies the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Descartes, Kant, Kierkegaard, and James.

3 credits

PH 215 Metaphysics

This course concerns itself with being as being and our knowledge of being; its aim is to develop in the student's mind an operative habit of viewing reality in its ultimate context.

3 credits

PH 217 Mysticism and Western Philosophy

This course studies and compares the sometimes conflicting, sometimes complementary traditions in the history of Western thought: the intellectual and the affective or mystical. The one stresses the ability of the reason to know, even something of the divine; the other abandons the reason for the "one thing necessary." Among the philosophers to be read are Plotinus, Augustine, PseudoDionysius, Bernard, Bonaventure, Thomas d'Aquino, Eckhart, and Dante. 3 credits

PH 218 History of Medieval Philosophy

This course offers a review of the development of philosophy in the Latin West, including the Arab and Jewish traditions, from Augustine to Francis Suarez. The most significant thinkers of this period are examined textually. 3 credits

PH 219 Aquinas

This course focuses its attention on Aquinas's most mature work, the *Summa Theologiae*. This work exemplifies the Christian intellectual reaction to Islamic Aristotelianism, while at the same time bearing witness to Thomas's belief in the unity of truth. Such questions as the existence and intelligibility of God, the nature and powers of the human composite, human destiny, the human act, good and evil, providence and freedom, natural law, and the virtues, are examined and analyzed. 3 credits

PH 225 The Question of Religion

Nineteenth and twentieth-century continental philosophy calls into question the traditional understanding of religion, God, transcendence, incarnation, sacrifice, responsibility, evil, and ritual. This course explores the transformation of the traditional understanding of these ideas in the wake of thinkers such as Hegel, Kierkegaard, Nietzsche, Heidegger, Bataille, Lacan, Levinas, Girard, Nancy, Derrida, and Marion. 3 credits

PH 231 Hume

The main goal of this course is to come to an in-depth understanding of the philosophy of David Hume. Hume is one of the most interesting (and influential) of the 18th century philosophers, making major contributions to our understanding of causation, morality, and the mind, to name just a few. Hume began with principles that seem quite plausible, but taking these ideas to their logical conclusions, he arrives at a philosophy that is, to say the least, surprising. 3 credits

PH 232 Nietzsche and Kierkegaard

This course concentrates on the major writings and central insights of the two thinkers. It attempts, also, to determine and evaluate their contributions to the development of contemporary existentialism and to current radical thinking about God and morality. 3 credits

PH 233 Introduction to Oriental Philosophy

A coherently developed account of the salient features of the two philosophical traditions of China and India as contrasted with each other and with the Western tradition. 3 credits

PH 234 Hegel

G.W.F. Hegel is the most famous of the German Idealists, and it was his philosophy that directly spawned the philosophy of Karl Marx. Hegel is considered the father of existentialism, as well as the influence upon contemporary schools of critical theory, continental philosophy, and post-structuralism. This course focuses on Hegel's most famous work, the *Phenomenology of Spirit*. Students learn the mechanics of dialectical reasoning as we examine Hegel's reflections upon time and space, perception, scientific reasoning, the concepts of life and death, the master-slave dialectic, and self-consciousness. The course works through this text in detail, and pays particularly close attention to how Hegel interprets the philosophy of Immanuel Kant. 3 credits

PH 235 Immanuel Kant

An inquiry into the major metaphysical, epistemological and ethical themes developed by this revolutionary and important German philosopher. The course includes a survey of the influences of Kant and his influence on subsequent philosophy. 3 credits

PH 236 Plato

This course is concerned with central ontological and epistemological themes in selected early, middle, and late Platonic dialogues. Particular attention is given to Plato's inclination to identify virtue with knowledge. *3 credits*

PH 237 Aristotle

An introduction to Aristotle through a selection of his works. An exploration of their relation to other works, their place in the scheme of the sciences, and a thorough investigation of their subject matter. *3 credits*

PH 238 Descartes

Three years after he finished college Descartes was on his way to fight in a war when he got stuck in a snowstorm. Alone in his room, he reflected on his education. He came to believe that a lot of the things he had been taught in college were pretty dubious. He also realized that there were many things he had believed all his life, but that he had never even thought about his reasons for believing them. He decided that the best thing he could do would be to get rid of all his old beliefs and then, relying only on his own mind, replace them with only those beliefs for which he could find good reasons. In this course we discuss the development and results of Descartes' search for truth. *3 credits*

PH 250 Philosophy of Mind

The main goal of this course is to acquaint the student with the most recent philosophical theories on the workings of the mind. Although the emphasis is on philosophical theories of the mind, we also pay close attention to the philosophical implications of recent research in sciences such as psychology and neuroscience. It is an exciting topic; join us on this quest to address the delphic dictum: Know Thyself! *3 credits*

PH 266 The Concept of Human Rights

Bosnia, Somalia, Guatemala, the Holocaust - the notion of human rights and accusations of human rights violations are a constant presence both in our political environment and in the formulation of U.S. foreign policy. This course follows the emergence of this concept from the political and ethical thought of the Greeks, to the Enlightenment, to the explicit formulation of "human rights" in the twentieth century as a guiding principle of international relations. (Formerly PH 293) *3 credits*

PH 280 Heidegger

This course explores the work of Martin Heidegger (1889-1976), one of the most influential philosophers of the twentieth century. The course primarily takes the form of a close reading of *Being and Time* (1927) and *The Origin of the Work of Art* (1936). The hinge around which the course turns is Derrida's reading of Heidegger's existential analysis of death. *3 credits*

PH 283 Ethical Theories in America

This course is a study of the growth and development of ethical theory in America. America's first philosophers, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson et al, distinguished their philosophies in terms of religious, political, and social values. This ethical stance became a tradition in America. This tradition is examined in the writings of representative American philosophers. *3 credits*

PH 285 Philosophy of Literature

An examination of the philosophy "of" literature (the general nature of poetry and prose) and philosophy "in" literature (specific works that harbor philosophical ideas). *3 credits*

PH 286 Philosophy and Tragedy

This course explores various works on tragedy (by, for example, Plato, Aristotle, Hegel, Kierkegaard, Nietzsche, Freud, Heidegger, Lacan, Derrida, and Irigaray), which are read alongside various tragedies (such as Sophocles' *Oedipus the King* and *Antigone*, and Shakespeare's *Hamlet*). *3 credits*

PH 287 Philosophy of Religion

This course involves an inquiry into the nature of religion in general from the philosophical point of view; that is, it employs the tools of critical analysis and evaluation without a predisposition to defend or reject the claims of any particular religion. *3 credits*

PH 288 Social and Political Philosophy

An analysis of the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent. *3 credits*

PH 289 Philosophy of Law

An examination of the major questions of legal philosophy, the nature of legal rights and legal duties, the definition of law, and the grounds of legal authority. *3 credits*

PH 291 Field Being

The emergence of the field concept of being and its closely allied "non-substantialistic turn" is the one common thread running through the whole spectrum of twentieth century thought. This course is an attempt to explore the multi-dimensional character of this exciting intellectual phenomenon from a global physiological perspective, through an in-depth articulation of the basic concepts of field-being thinking and its applications in contemporary science and philosophy. *3 credits*

PH 294 American Philosophy

The origin and development of the American philosophical tradition and its culmination in Pragmatism. The relation of philosophical ideas in America to literature, religion, and politics. Major emphasis is given to the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. *3 credits*

PH 295 19th Century Philosophy

This course is a study of the representative philosophers of the 19th century - notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. *3 credits*

PH 297 Evil

This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does one's understanding of evil have on one's understanding of the human being, of God, and of religion? What is our responsibility in the face of evil? *3 credits*

PH 298 Senior Essay

Philosophy major seniors may opt for a senior essay rather than take a particular three-credit course. *3 credits*

PH 299 Special Topics

This course explores a specific topic in the discipline of philosophy. The aim of the course is to deepen the student's vocation of incessant questioning not only by exploring a specific thinker, question, or historical period, but also by further developing the student's own skills of thinking, reading, and writing critically.

3 credits

Applied Ethics Courses

(See descriptions under *Applied Ethics*)

AE 262	Ethics and the Organization
AE 275	Global Environmental Issues
AE 281	Ethics in Communication
AE 282	Ethics and the Computer
AE 283	Environmental Justice
AE 284	Environmental Ethics
AE 285	Ethics of Health Care
AE 286	Ethics of Research and Technology
AE 287	Engineering Ethics
AE 289	Health Care Policy
AE 290	Ethics in America: The Telecourse
AE 291	Business Ethics
AE 293	Ethics of War and Peace
AE 294	Organizational Ethics: Media, Politics, and the Corporation
AE 295	Ethics in Law and Society
AE 296	Ethics in Government
AE 297	Ecofeminism
AE 298	Ethics and Feminist Perspectives
AE 299	Special Topics in Applied Ethics
AE 384	Seminar in Environmental Law, Economics, and Policy
AE 391	Seminar in Business Law, Regulation, and Ethics
AE 393	Seminar in War, Peace, and Public Policy
AE 395	Seminar in Legal Ethics
AE 396	Seminar in Ethics and Government
AE 397	Seminar in Bioethics I: Life and Death
AE 398	Seminar in Bioethics II: Professional Responsibility
AE 399	Special Topics in Applied Ethics

Department of

Physics

Chair: Beal

Professors: Hadjimichael, Haegel, Winn, Zabinski

Associate Professor: V. Newton

Instructor: Brienza

The science of physics is concerned principally with the physical laws that determine the nature and interactions of matter and energy and underlie all physical phenomena. It is the fundamental science for most branches of engineering and technology and has innumerable applications in medicine, industry, and everyday life.

The educational objectives of the Department of Physics are: (1) to prepare the student for entrance into and successful completion of a graduate education in physics or related fields; (2) to prepare the student for entrance into the technological as well as non-technical work force.

In order to accomplish these objectives: physics students are guided to an understanding of physical laws and their applications; students are trained to think logically and develop their problem-solving ability; they will develop experimental skills and become knowledgeable in the use of instrumentation; and they will be instructed in advanced mathematical and analytical techniques, and in the use of computers and microprocessors.

Physics students automatically earn a minor in mathematics. The more applied component of the physics curriculum focuses on laser technology, digital electronics, electro-optics, and materials science. Students learn the fundamental physical processes that constitute the basis of modern technology. As a result, physics graduates can either pursue graduate studies leading to M.S. and Ph.D. degrees in any subfield of physics, or follow industrial careers in research and development in corporate or industrial environments, or professional careers in such fields as health physics, computer science, medicine, biostatistics, architecture, patent/high-tech law, science teaching, and others.

Bachelor of Science

Major in Physics

	Credits	
	Fall	Spring
First Year		
PS 15-16 General Physics	3	3
Physics Laboratory	1	1
MA 125-126 Calculus I, II	3	3
EN 11-12 English	3	3
Foreign Language	3	3
Arts	3	
Social Science		3

Sophomore Year

PS 285 Modern Physics	3	
PS 226 Theoretical Mechanics	3	
PS 211 Digital Electronics		
OR		
PS 212 Analog Systems		4
MA 227-228 Calculus III, IV	3	3
CH 11-12		
OR CH 17-18 Chemistry	4	4
Computer Programming	3	
PH 10 Philosophy -		
RS 10 Religious Studies	3	3

Junior Year

PS 271 Electricity and Magnetism I	3	
PS 371 Electricity and Magnetism II		3
PS 222 Optics	3	
PS 203 Optics & Laser Laboratory	1	
PS 390 Special Topics		3
MA 321 Ordinary Differential Equations	3	
MA 322 Special Functions		3
English – Philosophy	3	3
HI 30 History and one intermediate-level course	3	3

Senior Year

PS 204 Modern Experimental Physics Laboratory		1
PS 205 Modern Experimental Physics Laboratory	1	
PS 241 Thermodynamics	3	
PS 386 Quantum Physics	4	
PS 388 Nuclear Physics		3
PS 391-392 Independent Study	arr.	arr.
Religious Studies - Philosophy	3	3
Arts Elective	3	
Social Science Elective		3
Electives	3	3

Minor in Physics

Students who major in an area other than Physics can earn a minor in Physics by completing the following minimum requirements.

1. Introductory Physics with lab (PS 15-16 or PS 83-84)
2. Three one-semester courses chosen among the 200 and 300 Physics courses, with Chairman's approval.
3. Two semesters of Laboratory courses chosen among PS 203-206, with the Chairman's approval.

Course Descriptions

PS 15 General Physics I

This is an introductory physics course covering mechanics, heat, and fluid dynamics for students whose field of concentration will be physics, mathematics, chemistry or engineering. Rigorous mathematical derivations, utilizing integral and differential calculus, are used. Velocity and acceleration, Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases, measurement and transfer of heat, and elementary thermodynamics will be studied. *3 credits*

PS 15L Laboratory for General Physics I

This laboratory course engages the students in experimental measurements spanning the areas of mechanics and thermal stresses on matter. Its objectives are to train students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation. It provides depth in the students' understanding of the phenomena taught in General Physics I. Specific experimental measurements include accelerated motion, periodic motion, the gravitational force, ballistics, conservation of energy and momentum and rotational dynamics; also, measurements of the coefficient of linear expansion and the heat of fusion. A weekly report is required. *1 credit*

PS 16 General Physics II

This course is a continuation of PS 15, covering electricity and magnetism, and light and sound. Magnetism and electricity, simple electric circuits, electrical instruments, generators and motors, characteristics of wave motion, light and illumination, reflection, refraction, interference, and polarization of light, color, and the spectrum, and production and detection of sound waves will be studied. *3 credits*

PS 16L Laboratory for General Physics II

This laboratory is designed to allow students a greater understanding of electromagnetic phenomena, wave phenomena, and optics, in support of General Physics II. Measurements of microscopic quantities, like the charge and mass of the electron, give the students an opportunity to explore the structure of matter. Other experiments involve the physics of electrical currents, electric properties of bulk matter, magnetic fields and their effect on beams, wave phenomena, the nature of light and its interaction with optical materials. In terms of experimental skills, this course shares the same objectives as PS 15L, i.e., measurement techniques, data and error analysis and instrumentation. A weekly report is required. *1 credit*

PS 70 Computers Today

This course provides a general introduction to computers for the non-science major. The course emphasizes use of the Internet. Students learn to author their own home pages and to use the Internet as a research tool. In addition, the course introduces the student to Microsoft Office and computer programming in QBasic through a hands-on approach; classes meet in the computer lab. Other topics covered include: history of computers, hardware and software, data processing, computers in education, industry, business and health care, and the social implications of computers. *3 credits*

PS 71 Physics of Light and Color

This course is intended for students who are not majoring in the physical sciences. The particle-wave duality of light is covered as is the relationship of light to other electromagnetic waves. Other topics discussed include polarization, vision, color and the perception of color, optical phenomena in nature, and in biological systems, color and light in art, simple optical instruments, sources of light and their spectra, lasers, and holography. *3 credits*

PS 73 Man and Technology

Major concepts of modern information science are considered with emphasis on the man-technology interaction. These concepts include modeling and decision making in such areas as energy, population, pollution, transportation, and computers. *3 credits*

PS 75 Physics of the Human Body

Designed for the non-science major, this course examines the functionality of the human body from a physics perspective. Introductory level physical principles are introduced and then applied to the various body systems. Topics include the mechanical efficiency of the body, its heat management, fluid pressures, flow processes, forces and muscles, skeleton, bones and lever systems, lungs and breathing, cardiovascular system, sound, speech and the hearing system, optical imaging and the vision system. The course is offered in common vernacular language with an emphasis on conceptual understanding. *3 credits*

PS 76 Physics of Sound and Music

The physical principles in the production of sound are examined with emphasis on sound produced by musical instruments. This includes the nature of wave motion as produced by vibrating strings and organ pipes, as well as harmonic content, musical scales and intervals, and the mechanism of the hearing process. Applications are made to the construction and characteristics of musical instruments, and to the design of auditoriums and concert halls. *3 credits*

PS 77 The Science and Technology of War and Peace - The Way Things Work

A critical discussion and descriptive exposition of the swords and plowshares dilemma, of what we mean when we say that science and technology have been used both to build up and tear down civilization, and of the forces of civilization driving and being driven by the dual nature of our technological heritage. The course covers from the first lever and club through laser surgery and star-wars lasers, taking both an historical approach and a thematic approach where appropriate. Emphasis is placed on describing in the simplest terms the way important real devices work (TV, telephones, lasers, gas turbines, thermo-nuclear weapons, etc.) their illustration of and limitations from scientific principles at a qualitative level (mathematics: high school algebra or less), "the technical future" from a past, present and "future" perspective: What we can, could, didn't, might and cannot do. Illustrations of the moral and ethical implications of science are discussed where appropriate. *3 credits*

PS 78 The Nature of the Universe

This course, intended for non-science majors, reviews the scientific field of cosmology or the nature of the physical universe from a historical perspective. Beginning with the ancients, the course traces the development of cosmological principles through the Greek and Egyptian era of Aristotle, C. Ptolemy and others; the 16th and 17th centuries of Copernicus, Galileo and Newton; and the cosmology of the 20th century based upon Einstein's theories of relativity coupled with several fundamental observations. This leads to an examination of the current model of the universe, which is based upon the Big Bang. *3 credits*

PS 83 General Physics for Life and Health Sciences I

An introductory level course covering classical mechanics of rigid bodies and fluids. Newton's Laws of motion, and the conservation of mechanical energy and momentum are the foundations of this course. The elastic nature of materials, simple harmonic motion, and basic wave properties are investigated as well as the introductory concepts of heat transfer and thermodynamics. Elementary calculus is used to describe many of the concepts of this course, with both conceptual understanding and problem solving skills stressed. *3 credits*

PS 83L Laboratory for General Physics for Life and Health Sciences I

Same as PS 15L.

1 credit

PS 84 General Physics for Life and Health Sciences II

A continuation of PS 83, this course covers the basic concepts of static electric and magnetic forces and fields, potentials, induction, motors, generators, DC circuits and capacitance. Geometric and physical optics are investigated along with selected topics in modern physics such as special relativity and the wave-particle concept of matter. Introductory level calculus is used where appropriate. Both conceptual understanding and problem solving skills are stressed. *3 credits*

PS 84L Laboratory for General Physics for Life and Health Sciences II

Same as PS 16L.

1 credit

PS 85 Topics in Science and Public Policy

This one semester course is designed to offer students not majoring in the natural sciences an opportunity to study the basic physics and other science associated with several current and potentially controversial issues in public policy. Examples of topics to be considered and include energy use and conservation, the disposal of nuclear waste, allocation of national resources for space exploration, local land and water use, and health issues associated with new technologies (e.g., cell phones). Outside speakers, selected to represent opposing perspectives on a given topic, will be an integral part of the course. The class will also interact with students at a local middle school who are studying similar issues. The goal of the course is to develop science literacy by focusing on current and controversial topics in public policy and to enable students to build a base knowledge and experience from which to participate effectively in public debate on science-related issues. This class fulfills the core natural science requirement and is especially recommended for those students interested in careers in middle school or high school education. *3 credits*

PS 87 Fundamentals of Astronomy

This one semester course introduces the student who is not majoring in science to the principal areas, traditional and contemporary, of astronomy. The traditional topics studied are: an historical background to astronomy, telescopes, the sun, the moon, the major and minor planets, comets, and meteors. After these subjects are discussed in detail, the areas appropriate to modern astronomy are discussed. These topics include: the composition and evolution of stars, star clusters, quasars, pulsars, black holes, and cosmological models. *3 credits*

PS 92 History and the Cultural and Social Impact of Science

The objectives of this course are (a) to trace the historical development of science and induce an appreciation of universal natural laws, (b) to investigate the scientific influence on the development of culture and society, (c) to take a critical view of the culture and social institutions of today and examine to what extent science is responsible for their ills or virtues, and (d) to determine if it is possible that a concerted action on the part of the scientific enterprise can truly improve the human condition. The first part of the course focuses on culture, the second on social institutions. *3 credits*

PS 93 Energy and Environment

This course is designed to introduce students not majoring in the natural sciences to topics relating to work, energy, and power. Many of the environmental consequences resulting from our use of energy are explored. The finite nature of our fossil fuels is examined, as well as many of the alternatives to energy resources, including solar energy, wind, tidal, and geothermal energy, nuclear fission, and nuclear fusion. Mathematical prerequisites are limited to arithmetic and simple algebra. *3 credits*

PS 95 Meteorology

The course introduces the science of meteorology to the student who has little formal training in physics and mathematics. It includes a study of the composition and structure of the earth's atmosphere; the scientific instruments that measure atmospheric changes; and the forces which produce winds and storms. Applications are made to weather forecasting, to the economic impact of weather, and to the modification of weather and climate. *3 credits*

PS 203 Laboratory in Optics and Lasers

This is a course in classical optical experimental methods, with experiments in geometrical optics, optical instruments, optical materials, velocity of light, interference, Fraunhofer and Fresnel diffraction, Michelson and Fabry-Perot interferometers, polarization; it also includes an introduction to spectroscopy, fiber optics and lasers. *1 credit*

PS 204 Laboratory in Modern Experimental Methods I

PS 204 and PS 205 each offer laboratory experience in modern experimental methods and techniques. They each involve laboratory investigation of fundamental concepts in modern physics including: atomic, nuclear, solid-state, X-ray, acoustic, superconductivity and quantum physics. Laboratory procedures are designed to emphasize hands-on work with basic experimental equipment such as: vacuum systems, power supplies, electronics and instrumentation, detectors, diagnostic techniques, computer interfaces, data acquisition and control hardware and software, etc. These two lab courses are designed to give the student the maximum amount of opportunity to work on his/her own with minimum supervision. *1 credit*

PS 205 Laboratory in Modern Experimental Methods II

See Catalog description for PS 204. *1 credit*

PS 206 Modern Optics Laboratory

This is the companion laboratory course to PS 222. Experiments will include the measurement of the speed of light, the photoelectric effect, diffraction phenomena, spectroscopy, polarization, interferometry, interference effects, and optical heterodyning. Students will be encouraged to develop relevant experiments. Comprehensive lab reports will be required. *1 credit*

PS 211 Digital Electronics and Microprocessors

(Cross-listed under Engineering as EG 211)

This is a lecture and laboratory course where students are trained in the practical aspects of digital electronics, beginning with simple transistor circuits and advancing to the design and development of microprocessor circuits. The following topics are presented: number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; analog/digital and digital/analog conversion techniques. Students also utilize lab equipment such as "bread-boarding" equipment, pulsers, oscilloscopes, and logic probes. (Prerequisite: General Physics) *4 credits*

PS 212 Circuit Analysis and Analog Systems

(Cross-listed under Engineering as EG 212)

This is a lecture and laboratory course where students are introduced to the theory and practice of basic electronics and linear/analog circuitry. Topics covered include: Kirchhoff's laws and applications; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FET's, SCR's); operational amplifiers; active and passive filters; feedback techniques; and frequency dependent effects. The students also work with the basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and counter/timer. (Prerequisite: General Physics) *4 credits*

PS 220 Pollution in the Environment*(Cross-listed under Chemistry as CH 220)*

This lecture/laboratory course introduces students to a range of physical and chemical techniques used to monitor and assess the sources, level and flux of pollutants in the environment. The course considers: the specific pollution sources, pathways by which pollutants travel through the ecosystem, the deleterious effects of pollution, and approaches to pollution prevention and remediation. The lectures present a review of the relevant physical and chemical processes whereby pollutants enter and affect the ecosystem. The lab component gives students hands-on experience in environmental sample collection, analysis and data interpretation and features the use of sophisticated analytical instrumentation. (Prerequisites: CH 11-12.) *4 credits*

PS 222 Modern Optics

Starting with a review of electromagnetic wave theory and the differential wave equation, the propagation of light will be covered from both a scattering and from an electromagnetic wave phenomena point of view. Superposition, polarization, interference and diffraction will be investigated in detail. The photon theory of light will be discussed along with the photoelectric effect. The basic theory of coherence will be covered with its contemporary application to lasers. Additional selected topics in applied optical devices will also be covered. The application of theory to devices and observations will be stressed. A complementary laboratory course PS 206 must be taken with this course. (Prerequisite: PS 271) *3 credits*

PS 226 Theoretical Mechanics

The formulation of classical mechanics represents a major milestone in our intellectual and technological history, as the first mathematical abstraction of physical theory from empirical observations. This achievement is rightly accorded to Isaac Newton. Newton first translated the interpretation of various physical observations into a compact mathematical theory. Over three centuries of experience indicate that mechanical behavior in the everyday domain can be understood from Newton's theories. Topics covered in this course include: elementary dynamics in one and two dimensions; gravitational forces and potentials, free and forced harmonic oscillations, central fields and the motions of planets and satellites, Lagrange's and Hamilton's equations, small oscillations and normal mode analysis. (Prerequisite: General Physics) *3 credits*

PS 241 Thermodynamics

Thermodynamics is a fairly modern science; it is viewed primarily as the science of energy. In other words, thermodynamics is viewed as the science that deals with energy transformations and the relationships between properties of systems. As the name implies, thermodynamics is the science dealing with "heat" and "power," and originally, the subject dealt almost exclusively with heat engines. Today, however, the topic is much broader than simply heat engines. The course begins with a review of the three fundamental laws of thermodynamics. Additional topics covered include the kinetic theory of gasses and modern statistical mechanics. (Prerequisite: PS 285) *3 credits*

PS 271 Electricity and Magnetism I

This lecture course covers the foundations of electric and magnetic phenomena. Topics covered include: electrostatics and the concepts of the electric field, flux and potential; Coulomb's law and Gauss's law and their applications; vector and scalar fields and vector operators; electric energy of systems of charges; dipole fields and Laplace's equation; moving charges and currents; Ampere's law, and magnetic fields and forces. (Prerequisite: General Physics, MA 125, MA 126, MA 227, MA 228) *3 credits*

PS 285 Modern Physics

This course provides an introduction to modern physics, i.e., the physics of the twentieth century. The basic ideas that led to the formulation of quantum mechanics together with Einstein's theories of relativity provided a means to explore many new aspects of the physical world. This course examines the discovery of quanta of energy; Einstein's Special Theory of Relativity; the Bohr model of the atom; wave mechanics, angular momentum and spin; various aspects of quantum mechanics that explain much of the subatomic world; and aspects of atomic and nuclear physics including solid-state physics and superconductivity. In addition, several of the major experimental observations that support and confirm these new theories are examined. (Prerequisite: General Physics) *3 credits*

PS 288 Biomedical Physics and Technology

This course is designed to introduce the student to the physical principles that operate in normal and abnormal states of the human body and to the study of the instrumentation used for diagnostic and therapeutic purposes. The principles of operation of a large array of biomedical instrumentation and the utilization of data collected by these devices are studied in detail. (Prerequisite: General Physics) *3 credits*

PS 371 Electricity and Magnetism II

This lecture course is a continuation of PS 271 and covers additional topics in electric and magnetic phenomena. Topics covered include: Farady's Laws and induced electromotive force; electric and magnetic fields in matter; methods of solving boundary value problems; Maxwell's equations in integral and differential form; electromagnetic radiation and wave propagation; and Einstein's Special Theory of Relativity for electrodynamics. (Prerequisite: PS 271) *3 credits*

PS 386 Quantum Physics

This course is designed to introduce the student to the physical concepts and mathematical formulations of nonrelativistic quantum mechanics. Topics include: the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods. (Prerequisites: Classical Mechanics, Modern Physics, Advanced Calculus and Differential Equations.) *4 credits*

PS 388 Elementary Particles and Nuclear Physics

This course begins with a review of elementary particles, their properties and classification and their nuclear and electromagnetic interactions. It proceeds with the study of bound nuclear systems, conditions for nuclear stability, and radioactive decay modes. Finally, particle accelerators and other nuclear experimental facilities are examined. (Prerequisite: PS 386) *3 credits*

PS 390 Special Topics

The content of this course is selected among the following areas: condensed matter physics, numerical analysis and computational physics, wave phenomena and quantum phenomena. Condensed matter topics include mechanical, thermal and electric properties of matter; magnetism, superconductivity, and magnetic resonance. Topics in numerical analysis and computational physics include solutions of differential equations, boundary value and Eigenvalue problems, special functions and Gaussian quadrature, and matrix operations. Finally wave phenomena include electric and mechanical oscillators, coupled oscillators, transverse and longitudinal waves, waves on transmission lines and electromagnetic waves. The quantum phenomena part includes advanced topics in quantum mechanics with applications in the structure of nuclei, atoms, molecules, metals, crystal lattices, semiconductors and superconductors. (Prerequisite: General Physics)

3 credits

PS 391-392 Theoretical/Experimental Independent Study

This course provides an opportunity for intensive investigation, experimental or theoretical, of selected topics at an advanced level under the guidance of a faculty member. Participation in this course is required of all seniors. Credit by arrangement

PS 399 Independent Study

This course is an independent study focusing on developing the student's computer skills primarily for scientists and engineers. Study projects such as introduction to computer aided design (CAD), web page design, and computer programming for technical problem solving are available. No prerequisites

1 or 2 credits

Department of

Politics

Professors: Cassidy, Dew, A. Katz, Orman

Associate Professors: Greenberg, Patton, Weeks

The Department of Politics has attempted to develop a balanced and diversified curriculum that covers the major subfields of the discipline. While very much aware of the perennial questions of government and society which puzzled political philosophers such as Aristotle and Plato, the Department is concerned that its students be well-versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (both spoken and written), and experiential learning. Professors are closely involved with the programs in applied ethics, international relations, Asian studies, peace and justice, and Latin American and Caribbean studies. Thus, while it is designed to provide a broad liberal education, the politics curriculum is also appropriate for a large number of career orientations, especially law, government, the media, teaching, and business.

Major in Politics

All Politics majors must complete the three introductory courses (PO 11, PO 12 and PO 14) and seven upper division politics courses (100 level and above). To ensure that students are exposed to all of the subfields in political science, majors in the class of 2004 and beyond must complete one upper division course in Political Theory, one upper division course in Comparative Politics, one upper division course in International Relations, and one upper division course in American Politics. Students in the class of 2003 may follow the above formula or choose to complete two upper division courses in Political Theory, two upper division courses in American Politics, and two upper division courses in Comparative Politics and/or International Relations.

Minor in Politics

Politics minors must complete the three introductory courses (PO 11, PO 12 and PO 14) and three upper division politics courses (100 level and above). The three upper division courses may be taken in any politics subfield as well as internships or independent study offered by the department.

Introductory-Level Courses

PO 11 Introduction to American Politics

An examination of the American political system and the American political culture; consideration of the major political institutions in relation to policy perspectives; an examination of the ability of the political system to deal with societal problems; analysis of proposals for reform of the political system.

3 credits

PO 12 Introduction to Comparative Politics

This course surveys selected industrialized and non-industrialized nations. It seeks to explore the relationship between cultural and socio-economic conditions and political behavior, while illustrating some of the basic concepts and methods of comparative political analysis.

3 credits

PO 14 Introduction to Political Theory

This course is designed to introduce students to the field of Western political theory. It analyzes the liberal political theories of Thomas Hobbes, John Locke and J.S. Mill and compares and contrasts them to a variety of communitarian, socialist and anarchist political theories.

3 credits

Intermediate - Level Courses

Political Theory

PO 111 Western Political Thought I: Ancient and Medieval

This course focuses on the ancient and medieval traditions in Western political theory. First, we situate the political theories of theorists such as Thucydides, Plato, and Aristotle in the historical context of ancient Athens and assess their contemporary relevance as theories of the good political order. We then examine the Christian recuperation of these ancient thinkers, focusing on the contributions of theorists such as Augustine and Aquinas to this conversation about the nature of political life. We finish with a consideration of Machiavelli's political thought and the transition to modern political theory.

3 credits

PO 112 Western Political Thought II: Modern

This course focuses on the modern tradition of Western political theory. We carefully examine the work of four thinkers, including theorists such as Karl Marx, Max Weber, Friederich Nietzsche, and Michel Foucault. Each of these theorists presents a critical assessment of the nature and value of modern society's cherished ideals of social and economic progress, secularization, and scientific reason, and individual autonomy and liberty. In this course we explore and evaluate these controversial critiques of life in the modern age.

3 credits

PO 116 Utopian Politics

This course examines the nature and function of both utopian thinking and utopian communities. What is the value of utopian reflection? For example, what forms of critical thinking and imaginative speculation does it enable? What are the limits to or dangers of utopian thought and practice? What kinds of challenges do utopian communities face? In this course we explore and critically assess utopian, dystopian, and anti-utopian themes from samples of utopian fiction, political theory, science fiction, and popular culture. We finish with an investigation into the possibilities and limitations of some recent attempts to build communities in the United States.

3 credits

PO 118 American Political Thought

This course considers the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil Warmakers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system are also treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism.

3 credits

PO 119 Introduction to Feminist Thought

This course examines the development of U.S. feminist theory from the 1960s to the present. We explore the similarities and differences among several approaches to feminist theorizing that emerged out of the U.S. women's movement, including liberal feminism, radical feminism, socialist feminism, postmodernist feminism, and the feminisms of women of color.

3 credits

PO 123 Modern Political Ideologies

This course is primarily an examination of the political belief systems in the U.S. including conservatism, liberalism, democratic socialism and the idea of industrial policy. These "isms" are analyzed with reference to democracy's ability to deal with the contemporary problems of American society. Marxism is explored in terms of the basic political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin. The basic concepts of racism are discussed and a brief analysis is made of the meaning of totalitarianism.

3 credits

PO 124 Marxist Political Thought

This course provides a careful treatment and evaluation of the social and political thought of Karl Marx. In addition, the course examines the intellectual environment in which Marx worked and concludes with some discussion of contemporary approaches to Marxist thought.

3 credits

PO 220 Seminar on Feminist Theory

This course explores advanced topics in feminist theory where we examine a number of trends in contemporary feminist theory. Topics may include conceptions of the female body in western culture, feminist theories of the family, third world feminisms, theories of feminist subjectivity and gender performativity, and the intersections among gender, race, class, and sexuality. (Prerequisites: PO 119, or WS 101, or permission of instructor)

3 credits

International Relations

PO 130 International Relations

The experience of conflict and cooperation among the nations of the modern world is viewed in terms of the principles of realpolitik, morality, international law, and international organization. Special attention is given to the dynamics of the so-called "new world order" that has followed the Cold War. The class simulates possible future conflicts. *3 credits*

PO 131 International Organization

The course examines the history, role and functions of international organizations, both intergovernmental and non-governmental, and reviews the current trend toward greater reliance on multilateral political efforts in relations among nations. A review of major theories and concepts of international organizations is followed by a detailed examination of the United Nations, its Charter and related specialized agencies. Current efforts to reform the United Nations in a political situation different from the world of 1945 are also discussed. Other major themes include the development of some major regional organizations such as the NATO alliance and the new OESOC, multipurpose organizations (OAS, OAU) and functional organizations such as the European Union. Students learn about the role of non-governmental organizations in fields such as human rights or environmental protection. *3 credits*

PO 133 United States Foreign Policy

Review of the U.S.'s involvement in world affairs from the 1930s to the present, with special attention to the rigors and logic of the Cold War. Discussion of constitutional and other factors in the making of foreign policy. The class debates major contemporary policies and commitments. *3 credits*

PO 134 International Political Economy

In a globalizing world economy, understanding how politics and economics are inextricably linked has become increasingly important. International political economy is the study of developments in the world in which economics and politics - wealth and power - are intertwined. In this course we consider the impact of globalization on states, markets, and businesses by studying current issues and challenges in the international political economy related to international trade, finance, production, and development. Topics likely to be explored cover international monetary relations, foreign debt, global trade relations (WTO), trade regionalism (NAFTA, EU), and multinational corporations (foreign direct investment), as well as strategies for economic development. *3 credits*

PO 135 Peace and War in the Nuclear Age

An analysis of the nuclear arms race and the efforts to end it. The course focuses on the major weapons systems, nuclear strategies, and comparative strengths of the two superpowers. Attention is devoted to a reexamination of American attitudes toward the Soviet Union including its history and its security concerns. The various arms control and disarmament proposals are evaluated and debated. Other implications of the arms race are examined, including the morality of nuclear weapons policies and the economic impact of large-scale military expenditures. Consideration is also given to the roles that citizens can play in attempting to reverse the arms race establish peace. (Formerly listed as PO 114; not open to students who have taken PO 114.) *3 credits*

PO 146 Vietnam and the American Experience

This course explores the roots of the American involvement in Vietnam. Conflicting theories exploring that experience are analyzed. The course further investigates the clash of cultures involved in the war and the impact of that war on both American and Southeast Asian societies. *3 credits*

PO 346 Seminar on Vietnam

This seminar analyzes the nature of traditional Vietnamese culture on Vietnam's many wars: with China for one thousand years, with the French from 1946-54, with America from 1962-73 and with Cambodia after 1975. Much of the seminar focuses on "America's war" with Vietnam and the impact of American society on that war. The course also analyzes the effects of the events of 1962-73 on America and on those fought in that conflict. (Prerequisite: PO 146 or permission of the instructor.) *3 credits*

Comparative Politics

PO 140 European Politics

An analysis of political institutions and dynamics of Great Britain, France, Germany, and Italy. The relationship between the political culture and the political system is emphasized. Alternate methods of dealing with societal problems are analyzed. *3 credits*

PO 141 African Politics

This course examines patterns of politics in Africa with an emphasis on the relationships between politics and culture, and politics and economy. Themes and concepts, not country studies, structure the course. Our aim is to abstract patterns that are universal or typical in sub-Saharan Africa. We examine the colonial legacy on which contemporary states build, and consider the political problematic that the colonial experience imparts with respect to cultural issues of identity, tribalism, and ethnicity in Africa. We also study the role of force and violence in consolidating political rule, and the economic constraints that fetter Africa. Prospects for the political future for Africa are also considered. *3 credits*

PO 142 Latin American Politics

Building a strong political system seems an impossibility in a setting of economic underdevelopment and socio-cultural disunity. This course studies the political systems of selected countries of mainland Latin America, such as Mexico, Guatemala, Nicaragua, Venezuela, Colombia, Peru, Chile, Argentina, and Brazil. In particular, it examines the revolutionary method of change and reviews the policy dilemmas of land reform, industrialization, and control of natural resources. United States foreign policy toward the area - past and present - are reviewed. Research projects expected. *3 credits*

PO 143 Caribbean Politics

Racism and ethnic conflict, colonialism and neocolonialism, grating poverty and bustling tourism all have their impact on the politics of these struggling countries. Migration across the first world's borders is examined. Countries studied include Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Suriname. Research project expected. *3 credits*

PO 144 Middle Eastern Politics

This course offers an overview of important thematic issues in Middle Eastern politics, economy and society. Themes and concepts, not country studies, structure the course. Our aim is to make sense of the modern Middle East by becoming familiar with the most significant contemporary problems and controversies in the region. We examine the process of state formation and the impact of colonialism in the Middle East. Topics pertaining to religion, family, and sexuality are studied. We also analyze the international relations of the region (war and peace), patterns of economic development (economic reforms, migration), and structures of power and prospects for democratization. *3 credits*

PO 145 The Major Powers of Asia

An analysis of the institutions and dynamics of China, Japan, and India. The relationship between the political culture and the political system are emphasized; the different paths towards modernization taken by each are analyzed; foreign policies of each of the nations are discussed. *3 credits*

PO 147 Northern Ireland: The Politics of War and Peace

This course focuses on "the troubles" in Northern Ireland from 1969 to the present. The historical background is treated first with an emphasis on the role of Great Britain from the sixteenth century through the current period. The twentieth-century conflict is examined primarily as a national liberation struggle against a sectarian regime established in the North and supported by Great Britain. Other theories of the conflict, e.g., cultural economic and religious, are also discussed. The main part of the course follows a chronological format starting with the civil rights marches in the late 1960s, the state repression which followed them, and the subsequent community responses to the state, including the hunger strikes and electoral politics campaigns. In the process, the course assesses the roles played by political parties, paramilitaries, the churches, and community organizations, as well as government bodies. Finally, the peace process is examined, both as a struggle reflecting the conflict, and as a possible resolution of it. *3 credits*

PO 148 Central and Eastern European Politics

A review of the 20th century political experience of Central and Eastern Europe with an emphasis on developments since 1989. Main themes include: politics of nationalism and the disintegration of Yugoslavia; the breakup of Czechoslovakia as a unitary state; and problems of transition from the system of one-party rule to multi-party democracy and free market economy. The course also explains the reasons behind the Central and East European interest in "civil society" - a term that has come to mean new standards of pluralism, tolerance and general politeness, as advocated by political leaders like Vaclav Havel. In addition, the course examines problems of security and cooperation in the region as a whole and analyzes the debate over future membership of Central European countries in the European Union and NATO, and the possibilities of the new Organization for Security and Cooperation in Europe. Course requirements include: Familiarity with at least one work of fiction by an Eastern European author, with a film illustrating the political and human condition in the region. *3 credits*

PO 149 Third World Politics

This course examines key themes in the comparative study of the Third World. Because this course is organized by thematic queries, no one region or country is singled out for study, but examples are selectively drawn from Asia, Africa, Latin America, and the Middle East. We examine a number of topics that may include the debate over the 'rational peasant,' the meaning of 'the Third World,' the role of capitalism and imperialism in the making of the Third World, Orientalist representations of the Third World, cultural critiques of modernity, post-colonial responses to globalization, and problematization of the notion of development. *3 credits*

PO 221 Seminar on Britain

In a seminar format this course uses an interdisciplinary approach, political science, sociology, modern British drama, novels, to look at the structure and changing nature of British society and politics. The course focuses on the role of class, racial problems, declining economy, devolution, and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments. Professor's permission required. *3 credits*

PO 246 Seminar on China

An examination of the major problems of contemporary Chinese society with a particular emphasis on political socialization and the Chinese political culture and the role(s) of such groups as students, peasants, women, etc. The seminar attempts to focus on these problems through an analysis of political philosophy, short stories, novels, plays, and biographies, by Chinese writers and Western scholars and observers. Professor's permission required. *3 credits*

PO 249 Seminar on Russia

Survey of Russian political, economic, and social developments under Communism. The scene is set with a review of conditions that preceded the Revolution. The changes wrought by the Revolution and some of their unanticipated consequences are examined. Special attention is given to the dilemma in Mikhail Gorbachev and Boris Yeltsin's efforts to restructure and open the society. U.S.-Soviet relations are reviewed. Professor's permission required. *3 credits*

American Politics**PO 115 Introduction to the Study of Peace & Justice**

The purpose of this course is to introduce the student to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course focuses on case studies beginning with an analysis of the crisis of America's cities and finds the causes in de-industrialization and its resulting poverty. This poverty is often compared to the poverty in developing nations, specifically in Central America. In both cases poverty is viewed as the effect of unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. A theoretical basis for the study of these fundamental problems in peace and justice is provided by examining them according to the principles of Marxism, Liberalism, and Catholicism. Each of these traditions has its own perspective for understanding these problems and for responding to them. In this way, the course provides both an awareness of the major problems in peace and justice, as well as an understanding of the different ways to think about them. *3 credits*

PO 150 Urban Politics

Structures and processes of urban politics are examined. The major participants and policy areas of urban political processes are considered. The evolution of urban areas is set in historical perspective. Major contemporary problems are discussed and alternative solutions are analyzed. *3 credits*

PO 151 Politics of the Immigrant: The Irish Catholic and the East European Jewish Communities

This course explores how two immigrant groups, the Irish and the Jews, adapted politically in the United States. The Irish mobilized locally and were, until late in the 20th century, a major force in big city politics, while the Jews largely eschewed local politics and concentrated their efforts on national politics. An examination of the two groups has a great deal to teach us about ethnicity and political mobilization in the United States. *3 credits*

PO 152 Weapons of the Weak: Political Tools of the Disadvantaged

This course explores what it means to be politically disadvantaged in the U.S., who is politically disadvantaged, why they are disadvantaged, what forms of political participation they practice, and the effectiveness of their somewhat unique forms of political participation. The groups that are studied include different racial minorities, women, the poor, gays, immigrants, and people with disabilities. Forms of political participation that are studied include protest, foot-dragging, consumer activism, grassroots mobilizing, picketing, sit-ins, and alternative institution building. *3 credits*

PO 155 Public Administration

The course focuses on the role of the bureaucracy within the political process. The problems of efficiency and accountability are examined. The classic models of bureaucratic organization and function are studied in juxtaposition to the reality of bureaucratic operation. Proposed reforms are analyzed in order to determine the viability of change. *3 credits*

PO 161 The American Presidency

A study of the role of the President in the political system. The origins, qualifications and limitations of office are considered as the President functions as chief executive, legislative leader, and link with the Courts. The obtaining of presidential powers, his roles as party leader and politician are also examined as a means of evaluating presidential achievement of domestic and foreign policy goals. Questions of reform are also reviewed. *3 credits*

PO 162 United States Congress

A study of Congress within the context of the political system and an analysis of its constitutional powers; historical development; processes of recruitment; formal organization; committee system; social make-up; folkways; political leaders; constituency and interest group influences as well as consideration of its domestic and foreign policy outputs. Chances for reform and evolution are considered. *3 credits*

PO 163 Supreme Court I

An examination of the politics of the Supreme Court. The relationship between the Court and the remainder of the political system is analyzed. Direct attention to the Court's treatment of government power including commerce clause, taxing power, and relations between the branches. The political consequences of Court decisions are emphasized. *3 credits*

PO 164 Supreme Court II

An examination of the individual and the Court. Direct attention paid to Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion, and assembly. Also an examination of the rights of accused persons and the 14th amendment equal protection. The political implications of these decisions are emphasized as well as the political environment in which the Court functions. *3 credits*

PO 165 Political Parties, Interest Groups, and Public Opinion

This course examines various linkage models that describe representation of citizens by leaders. Moreover, the course examines political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision makers in the American system to citizens' demands? These questions and others are considered in the course. *3 credits*

PO 166 American Public Policy

This course examines the policy process in the United States by assessing a variety of contemporary policy issues. Different policy domains are investigated to uncover the politics and societal myths affecting different stages of the complicated policy process. Special attention is paid to people and institutions that formally and informally influence public policy in the United States, including media, elected officials, bureaucrats, consumers, private citizens, workers, political activists, corporations, interest groups, lobbyists, and the political parties. *3 credits*

PO 167 Media and Politics

This course is designed to examine the impact of the media on the American political system and conversely how government attempts to influence the media for its purposes. The implications of the electronic media for a democratic and informed society are examined, and close attention is paid to the media's impact on national elections. Finally, the media as an agent of political socialization is analyzed. *3 credits*

PO 168 Politics of Mass Popular Culture

This course surveys the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as regime-maintaining diversions. What values and political positions do organized sports in the U.S. convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? These questions and others are explored in the course. *3 credits*

Internships and Independent Study

PO 296 State Legislature Internship

Politics majors may participate in the Connecticut General Assembly Legislative Internship Program. Students become acquainted with the legislative process by serving as aides to a legislator - research paper is required. (Prerequisites: 3.0 G.P.A.; PO 11, and two other Politics courses; departmental approval.*) 6 credits

PO 297 Washington Semester Internship

Politics majors may work full-time as interns in a variety of public and private sector positions in the nation's capital. This provides them the opportunity to experience governmental problems firsthand and apply what they have learned. Nine credits are awarded for the internship, 3 credits for a course taken in Washington, D.C., and 3 credits for a major research paper. 15 credits

PO 298 Politics Internship

Politics majors have first-hand experience working off campus in fields related to their major. Typically, an internship requires 10-12 hours per week on site. A journal and term paper are required. Work is evaluated by both an on-site supervisor and a politics professor. (Prerequisites: 3.0 G.P.A.; three Politics courses; departmental approval.*) 3 credits

PO 398 Independent Study / Research

Upon request of a student, and by agreement with an individual professor in the department, a Politics major may do a one-semester independent study on a defined research topic or field of study. 3 credits

Department of

Psychology

Professors: Braginsky, Gardner, Primavera, Salafia, Worden

Associate Professor: J. McCarthy (*Chair*)

Assistant Professors: Henkel, Rakowitz

The Department of Psychology introduces students to the content and methods of the science of psychology. Students survey the foundations of the field, learn about statistics and experimental design, and have an opportunity to pursue specific interests through upper level seminars, applied internships, and independent research. The major in psychology prepares students for graduate study in psychology, neuroscience, medicine, law, education, social work, business, etc. In addition, students with a degree in psychology are particularly well suited for any entry-level position that demands a solid liberal arts education. The Department also presents significant background courses in many areas of psychology for majors in other fields.

Major in Psychology

Depending on their background and orientation, students may choose either the B.A. or B.S. degree. The primary difference between the degrees is that the B.S. requires additional science courses outside of the Psychology Department.

B.A. Degree

The curriculum for the B.A. degree in Psychology is as follows:

REQUIRED COURSES		Suggested Time
PY 101	General Psychology	Semester 1
PY 261	Biological Bases of Behavior	Semester 2 or 3
PY 263	Developmental Psychology for Majors	Semester 2 or 3
	OR	
PY 264	Developmental Psychology for Majors Lab	Semester 2 or 3
PY 203	Statistics for the Life Sciences	Semester 3 or 4
PY 209	Research Methods	Semester 4 or 5

And one additional three hundred level course

Semester 7 or 8

At least 1 of:

- PY 248 Social Psychology for Majors
 PY 251 Abnormal Psychology for Majors
 PY 284 Theories of Personality

At least 1 of:

- PY 250 Sensation & Perception
 PY 265 Learning & Memory
 PY 285 Cognitive Psychology

At least 2 additional courses**RECOMMENDED COURSES**

Remaining foundation courses

(PY 248, PY 250, PY 251, PY 265, PY 284, PY 285)

- PY 294 Internship in Semester 7 and/
 or 295 Applied Psychology or 8 any time
 PY 398 Independent Research after PY 209
 Seminars

NOTES REGARDING INTERNSHIPS AND INDEPENDENT RESEARCH

- 1) Internships and Independent Research require consultation with the psychology faculty.
- 2) Students are allowed a maximum of two applied internships and one teaching internship.
- 3) Students are allowed only one Independent Research (PY 398).

NOTES REGARDING CORE REQUIREMENTS

- 1) For the Math Core Semester 1 and 2 requirement, Math 17-19 or 121-122 (Math 121-122 is recommended)
- 2) For the Science Core requirement, Biology 91-92 or Biology 107-108 are strongly recommended
- 3) For the Social Science Core requirement, majors must take social science courses outside of psychology.

B.S. Degree

For the B.S. degree in Psychology, requirements and recommendations are the same as for the B.A., except that Math 15-19 is not acceptable; Math 21-22 is required. Additionally, students who are candidates for the B.S. must take:

- BI 91-92 General Biology
 CH 11-12 General Inorganic Chemistry I and II
 CH 211-212 Organic Chemistry I and II
 PS 83-84 General Physics for the Life and Health Sciences I and II

Minor in Psychology

Students in other majors may earn a minor in Psychology by taking General Psychology (PY 101) and four other courses (two of these courses would also fulfill the social science core requirement). Students contemplating a minor are urged to consult with a member of the Psychology faculty regarding choice of courses.

PY 101 General Psychology

General Psychology provides an introduction to the science of mental processes and behavior. The course addresses a range of questions including: how is brain activity related to thought and behavior; what does it mean to learn and remember something; how do we see, hear, taste and smell; how do we influence one another's attitudes and actions; what are the primary factors that shape a child's mental and emotional development; how and why do we differ from one another; and what are the origins and most effective treatments of mental illness? *3 credits*

PY 132 Introduction to Industrial/Organizational Psychology

This course introduces the field, contributions, and methods of Industrial/Organizational Psychology. The course covers the history of this branch of applied psychology and the psychologist's role, along with other scientist-practitioners concerned with the world of work, in developing and maintaining human work performances and work environments. Current concepts and methods in several specialties within I/O Psychology are explored: personnel, organizational behavior and development, counseling, labor relations, consumer, and engineering/ergonomic psychology. Course topics include: recruitment, selection, training and development, and appraisal of individuals and groups; development and change of organizational cultures; and relations between organizations and their stakeholders. Emphasis is given to the unique contributions of psychological science to understanding human work skills, interests, attitudes, motivations, satisfactions and stresses; work careers, management, leadership, communication, group processes, and organization. *3 credits*

PY 138 Psychology and the Law

The legal system, particularly our criminal justice system, from its code to its enforcement, is based on implicit psychological assumptions about human behavior and how it should be controlled. This course examines those assumptions in light of current psycholegal theory and research. It covers the treatment of traditional psychiatric populations (e.g., the mentally ill, mentally retarded, homeless) by the justice system in contrast to the handling of normal people; clinical issues such as the insanity defense, predicting dangerousness, the validity of psychiatric examinations and lie detectors; jury selection, eyewitness testimony, decision-making, sentencing and parole. *3 credits*

PY 148 Social Psychology of Non-Majors

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. *3 credits*

PY 151 Abnormal Psychology for Non-Majors

This course introduces the student to the field of abnormal behavior. The classic behavior patterns in the classification system are presented and the possible causes and remediation of such are discussed. (Students who have taken PY 251 may not take this course.)

3 credits

PY 162 Psychology of Death and Dying

Recent biomedical research, psychological theory, and clinical experience provide the foundation for this life-cycle study of death, dying, and bereavement. Some selected topics include stillbirth and peri-natal death, Sudden Infant Death Syndrome, child, adolescent, and adult cancer, suicide, and other catastrophic life-threatening events (myocardial infarction, thermal injuries, multiple trauma accidents). In addition, considerable attention is devoted to a survey of grief and bereavement in childhood and adulthood, with particular focus on widowhood. Strategies for providing care for the dying are discussed, including a treatment of Hospice. Attitudes of health care professionals toward death and dying persons are examined. Extensive use is made of case studies, dramatic and documentary films, role-play, and small group discussion. The course is particularly beneficial to students preparing for careers in clinical psychology, medicine, nursing, psychiatric social work, and other allied health professions, but it may be helpful to anyone interested in developing informed attitudes about these important human crises.

3 credits

PY 163 Developmental Psychology for Non-Majors

The course encompasses a development psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth. The emphasis is on normal development. (Students who have taken PY 263 or PY 264 may not take this course.)

3 credits

PY 186 Group Dynamics

This course is designed to give the student a basic knowledge of the most important theories and research on groups. There is an attempt to combine sociological and psychological perspectives in order to give a more integrated picture of the way groups function. It is also possible for students to make use of experiential as well as classroom methods of learning.

3 credits

PY 187 Applications of Industrial/Organizational Psychology

This course has two objectives: 1) reviewing selected issues in the characteristics and dynamics of contemporary organizations, and 2) examining, in the context of such issues, contemporary applications and emerging needs for approaches, constructs, research, and methods in Industrial/Organizational Psychology. The course is open to majors and minors in Psychology and in other disciplines related to the study of organizations in the world of work. The roles and contributions of I/O Psychology have been examined in the context of issues and changes in: workforce demographics, diversity, and motivations; regulatory and litigating environments; organizational ethics; organizational values and cultures; management and leadership; globalization; international alliances and competition; environmentalism and consumerism; and technological change.

3 credits

PY/BI 203 Statistics for the Life Sciences

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency, distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, chi squared, ANOVA and non-parametric statistics. This course is open to majors in the behavioral, biological, and physical sciences. The lab is designed to complement the course by giving students supervised computation and problem-solving exercises with calculator and computer.

4 credits

PY 209 Research Methods in Psychology

Building on the material learned in Statistics (PY 203), this course teaches students to read, evaluate, design, conduct and report psychological research. Critical thinking and effective oral and written communication are emphasized as students work through several different research projects. (Prerequisites: PY 101, 203)

4 credits

PY 248 Social Psychology for Majors

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. (Prerequisite: PY 101; Psychology majors. Students who have taken PY 148 may not take this course.)

3 credits

PY 250 Sensation and Perception

How do we see, hear, touch, taste, smell? What about individual differences? This course deals with basic sensory mechanisms and with perceptual processing. We examine color, depth, pattern, and motion perception. Students complete an Integrative Final Project. Students may do service-learning to enrich their understanding of individual differences in sensation and perception. (Prerequisite: PY 101)

3 credits

PY 251 Abnormal Psychology for Majors

The focus of this advanced course in abnormal behavior is an in-depth analysis of current research and theories of psychopathology. Building upon the student's knowledge of developmental psychology, the course examines both the biological and psychological antecedents of abnormal behavior. Oral and written analysis is emphasized. (Prerequisites: PY 101, PY 263; Psychology majors.)

3 credits

PY 261 Biological Bases of Behavior

Understanding the brain is one of the last and most challenging frontiers of science. Whatever we see, hear, know, think or feel is determined by the functioning of our brains. Starting with the molecular and cellular machinery of neurons and the anatomy of the nervous system, the course proceeds through the neural basis of sensation, perception, memory, emotion, language, sexual behavior, drug addition, depression, schizophrenia, etc. Neuroscience has made enormous strides in the last several decades. This progress shows every sign of continuing at an ever-increasing rate, and this course provides the foundation upon which a thorough understanding of brain-behavior relationships can be built.

3 credits

PY 263 Developmental Psychology for Majors

Utilizing a research-oriented approach, this course focuses on the principal themes, processes and products of human development from conception through adolescence. (Prerequisite: PY 101; students who have taken PY 163 or PY 263 may not take this course.)

3 credits

PY 264 Developmental Psychology for Majors with Lab

The content of this course is identical to PY 263. This course offers psychology majors the opportunity to participate in a laboratory experiential learning component in preschool Head Start classrooms. Specific "hands-on" assignments will complement course material. (Prerequisite: PY 101; students who have taken PY 163 or PY 263 may not take this course.)

3 credits

PY 265 Conditioning, Learning, and Applied Behavior Analysis (CL&ABA)

Psychology is defined as the scientific study of behavior and mental activity. CL&ABA is about how behavior and mental activity are formed and changed. This course is divided into two parts. Part 1 deals with historical and philosophical roots of the study of learning, the major learning theories and supporting research, and the contemporary scene in theory and research. Part 2 emphasizes applied behavior analysis (ABA), that is, the application of learning principles to education, parenting, therapy, medicine, and everyday life. Demonstrations, simulations and brief experiments form part of the learning experience. (Prerequisite: PY 101)

3 credits

PY 271 Psychobiology Laboratory

A technique-oriented course designed to provide training in the basic rudiments of small animal brain surgery. These include aspirated lesions, stereotaxic procedures, behavioral testing, perfusion, and histological techniques. A written mini-neurobehavioral report is the main requirement. 1 or 4 credits

PY 284 Theories of Personality

The content of the course is an advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner. The purpose of such a course is not only one of theoretical enrichment and history, but is intended to broaden the student's understanding of the normal human personality in terms of theoretical structure, function, and dynamics. (Prerequisites: PY 251, PY 263)

3 credits

PY 285 Cognitive Psychology

How can we study the mind? This course deals with attention, memory, thought, imagery, language, problem solving, and decision-making. Individual and cultural differences are considered. Students complete a service-learning component and an integrative final project. (Prerequisite: PY 101)

3 credits

PY 290 Drugs and Behavior

A survey course discussing the psychopharmacological properties of the more significant drugs used for research and by society in general. These include by class, alcohol and nicotine, the depressants and stimulants, the tranquilizers, the opium derivatives, and the hallucinogenic compounds. Particular emphasis is placed on the drugs' site of action in CNS as well as behavioral alteration in the controlled and non-controlled environment.

3 credits

PY 294-295 Internship in Applied Psychology

The intern program provides the senior psychology student with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements from which to choose, including traditional psychology-related programs: mental health, social service, school psychology, early child and special education, probation, and hospital administration. Interns are also placed in related disciplines: human factors engineering, human resource development, advertising, and public relations. In each internship, emphasis is placed on the integration of learning, both cognitive and experiential. Interns may register for one or two semesters, depending on the availability of appropriate placement sites and qualified supervisors. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty coordinator. (Prerequisite: Completed application form, acceptance by the field placement supervisor, and approval by the Psychology Department's internship program director.)

3 credits

PY 296-297 Internship in the Teaching of Psychology

This practicum experience, open to advanced psychology majors, affords the student an opportunity to explore the profession of the teaching of psychology. Under the direct supervision of the professional staff of the Department, students are introduced to the issues of curriculum development, methods of classroom instruction, selection and use of media resources, test construction, and strategies for the academic and practical motivation of students. Interns have the opportunity to observe participating faculty engaged in the profession of teaching, to share in some of the instructional activities, and to meet with other interns in a seminar format to process the learning experiences. (Prerequisite: Permission of instructor.)

3 credits

PY 300 Modern Psychology: History and Current Issues

This seminar is required for senior psychology majors. Its goals are: to introduce students to the major historical perspectives in psychology; to encourage critical thinking and the generation of creative ideas; and to help students engage in a thoughtful questioning of the theory and knowledge base that constitutes the science of psychology.

3 credits

PY 363 Psychosocial Problems of Childhood and Adolescence

This course examines the problems and deviations in development in childhood and adolescence that are commonly a cause of concern in the child's social environment of family, peers, school and community. Theories, research, remediation and prevention of children's psychosocial problems will be examined. The emphasis is on evaluating problems in psychosocial functioning within an ecological context and on utilizing knowledge from developmental theory and research to minimize or prevent their occurrence. Open to juniors and seniors. (Prerequisites: PY 163 or PY 263 and permission of instructor.)

3 credits

PY 365 Human Factors Engineering

Human Factors Engineering (Ergonomics) is an interdisciplinary field that attempts to optimize the relationship between technology and humans. Technology includes virtually any aspect of today's highly mechanized and computerized environments. Thus, while human factors specialists (Ergonomists) may frequently be found devising methods to maximize efficiency in human-machine systems, they have an equally important task in designing safe and efficient workplaces, homes, offices, or any other areas where humans must live and work. This requires integration of the many aspects of psychological science, especially perception, learning, motivation, cognition, human performance, and the like.

3 credits

PY 395 Seminar on Aging

Students explore multiple aspects of aging and aging people in a seminar that blends reading with community experience and reflection. The psychological and physiological causes and consequences of aging are discussed from a variety of perspectives. Students explore an aspect of aging and present it to the seminar as an independent final project. (Prerequisite: PY 101)

3 credits

PY 396 Special Topics in Psychology

This seminar is limited to 10 students. An in-depth analysis of one or more selected topics is designed to integrate diversity of theories, perspectives, and courses. Students present a number of situational papers reflecting critical evaluation of pros and cons on designated topics. Discussion material originates from the current and available literature. (For Psychology majors; open to juniors and seniors.)

3 credits

PY 397 Human Neuropsychology

Brain damage provides us with a unique "window on the mind." Accordingly, the emphasis throughout this course is on clinical and experimental findings in human subjects with selective and differentiable types of brain damage. Human neuropsychology combines and incorporates important areas of cognition, perception, memory, linguistics, and clinical psychology into a comprehensive and psychologically based approach to brain functioning. In addition, it is a profoundly practical and applied discipline, based upon real people with real psychological problems. (Prerequisites: PY 101 or General Biology.)

3 credits

PY 398 Independent Research

This course provides a limited number of upper division students (usually seniors) the opportunity to participate in all aspects of an advanced research project. Students wishing to register for this course must first obtain the consent of the professor with whom they will work. Frequently a research proposal is required prior to acceptance into this course, and early planning is essential.

4 credits

PY 399 Theories in Psychotherapy

This course explores similarities and differences across a wide range of psychotherapeutic endeavors by means of lectures, films, and tapes. Traditional psychoanalytic techniques and more recent innovations are covered. (Prerequisites: PY 251, PY 263)

3 credits

Department of

Religious Studies

Professors: Benney, Davidson, Dreyer, Humphrey, Lakeland (*Chair*), M. Lang, Thiel, Umansky (*Carl and Dorothy Bennett Chair in Judaic Studies*)

Associate Professor: Dallavalle

Assistant Professor: Hannafey, S.J.

Lecturers: Burns (*Emeritus*), Gorman, Haire, Prosnit

The Religious Studies curriculum is designed as a critical but sympathetic inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, the student can select from a variety of courses exploring specific religious themes - scripture, spirituality, ethics, the problem of faith, etc.

The student, with or without a faith commitment, has the opportunity to acquire an informed appreciation of the motivations and values given expression in religious belief.

A student may take courses offered by the Religious Studies Department in the required "core curriculum," as electives, or in a minor or major program in Religious Studies under the direction of a departmental advisor.

Three of the five courses required in Area III of the core curriculum, described on page 33 of this catalog, may be taken in Religious Studies. RS 10 Introduction to Religious Studies must be taken by all students; a second course of the student's choosing must be taken in Religious Studies, but it may not be a second section of RS 10. A third course may also be chosen in Religious Studies to complete the five-course requirement of Area III. In addition, many students choose Religious Studies courses as electives in order to develop personal interests.



The Major

The Religious Studies Department offers a major of 30 credits, which includes those credits earned, to satisfy the requirements of the Core Curriculum. The major program normally consists of:

RS10 Introduction to Religious Studies

- no more than seven courses at the intermediate (100/200) level
- no fewer than two courses at the advanced (300) level.

In a comprehensive program of studies, certain areas of concentration are possible, such as Jewish and Christian history, religion and society, Christian theology, scripture studies, ethics, Roman Catholic studies, and Asian religions. The Department encourages R.S. majors to pursue independent study in their senior year.

The Minor

A minor in Religious Studies consists of 15 credits that include those credits earned to satisfy the requirements of the core curriculum. Through consultation with a departmental adviser, the Religious Studies minor may structure a program of study that complements his or her major field of study.

Students interested in a minor, a major, or a double-major program should contact the Religious Studies Department Chair.

Introductory

RS 10 Introduction to Religious Studies

This course is an introduction to the religious achievements of humanity. It considers the meaning and aims of religion and its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values, and experience, as evidenced in the scriptures, traditions, doctrines and histories of various religions. The focus of each section of RS 10 is identified in the course subtitle published in the University Registrar's listing of course offerings. *3 credits*

RS 10 Subtitles and Descriptions

Religion and the Critical Mind

This section of RS 10 involves a comparative analysis of several understandings of religion - its nature, function and purpose - presented in the works of well-known scholars. Through an in-class conversation with these scholars through their writings and in multimedia presentations, students develop a thoughtful, critical appreciation of religion and its role in human life.

Religion, Culture and Community

This section of RS 10 explores the role of religion in human culture and community through three test cases: Christianity's movement from a community of believers to a religious institution, the experiences of women in the religions of the world, and the phenomenon of American civil religion.

Asian Religions

This section of RS 10 examines the basic religious systems of India and China, including their fundamental differences, performative functions and worldviews. Euroamerican theories of religion are then evaluated in light of Asian religious expressions.

The Search for the Just Society

This section of RS 10 investigates the religions of Judaism, Christianity and Islam by focusing on the understandings of a just society that is woven into their central beliefs.

A Model of Religion and Religions

This section of RS 10 offers a description of the human condition, disclosing the limits and absurdity to which religions respond. The ways people come to religious faith and the consequences of their commitment are described in a model that is applicable to many religions.

Prophecy and Mysticism

This section of RS 10 focuses on the two fundamental drives of the religious sensibility, namely, the urge toward unity with the holy and the concern to make a difference in the world.

Religious Autobiography

This section of RS 10 considers the themes, issues and methods of religious studies through a reading of first-person narratives from several religious traditions, and engages students in the task of writing their own religious autobiographies.

Jerusalem as a Metaphor for the Faith of the West

This section of RS 10 examines the faith traditions of Jews, Christians and Moslems in contemporary Jerusalem in order to appreciate the richness of their religious heritage and to understand the problems that continue to divide them.

Christianity and Buddhism

This section of RS 10 examines different kinds of religious experience, doctrine and practice through a comparison of the Western tradition of Christianity and the Asian tradition of Buddhism.

Christianity and Islam

This section of RS 10 considers major themes of religious thought and practice in Christianity and Islam. Through the study of scripture, religious texts, autobiographical writings, and film presentations, the course examines concepts and images of God, the human person, evil and human suffering, and experience of the transcendent in these two religious traditions. Drawing on these themes, the final project engages students in the writing of their own religious histories.

Issues in Religion

This section of RS10 examines some of the classical themes in the study of religion. Among the topics considered are: religion as a search for meaning; are religions basically the same or very different in their beliefs?; are religions true?; strange beliefs and practices and what they might mean; critiques of religion; the religious imagination in many expressions.

Signs of the Sacred

This section of RS10 engages students in a study of the primary building blocks that make up religion in both its theoretical and practical dimensions. In addition to learning about the various methods employed in the study of religion, students are involved in gathering, analyzing and interpreting data from a variety of sources, such as interviews, attendance at rituals, reading, discussion and group projects.

Historical Studies**RS 100 Introduction to Judaism**

Jewish faith and community from the biblical period through the present is examined. Particular attention is given to the concepts of God, revelation, religious authority, divine election, and personhood; the celebration of holidays and observances; contemporary religious movements; and organizations and institutions that continue to support Jewish life. *3 credits*

RS 101 History of the Jewish Experience

The course is an examination of the origin and development of Judaism and the Jewish people. It begins with the Hebrew Bible as the source of Judaism and follows its development to the modern era. This overview is meant as an introduction to the Jewish religion, its history, and development. (Formerly listed as RS 100) *3 credits*

RS 115 Introduction to Catholicism

This course is an introduction to the beliefs, doctrines, ideas and practices that shape the unity and diversity of the Catholic tradition. The course explores theological, devotional and spiritual forms of expression in their historical and cultural contexts in order to appreciate the particularity of Catholic themes. Consideration is also given to how these themes engage contemporary Catholic life and exercise an influence on the wider culture. *3 credits*

RS 203 Women in Judaism

An examination of ways in which women have understood and experienced Judaism from the Biblical period through the present, drawing on historical writings, novels, theological essays and films. Particular attention is given to the traditional religious roles and status of women, the many ways in which women themselves have understood Jewish self-identity, and recent feminist efforts to re-evaluate and transform contemporary Jewish life. (Formerly listed as RS 103) *3 credits*

RS 204 Voices of Medieval Women: Silent No More

As scholars work to recover the history of women in the Western Christian tradition, they are discovering that medieval women were neither as silent nor as invisible as previously thought. In this class, we read and interpret the works of select medieval women in a critical yet appreciative way. Goals of this course include: (a) familiarity with recent discussions on women's spirituality; (b) the mastery of methods used in the critical analysis of medieval texts (that date from approximately 200-1500); (c) a basic understanding of the social and historical context of these texts; (d) a grasp of the texts' religious content and meaning; and (e) analysis of how this material might be relevant to contemporary interests and concerns. *3 credits*

RS 205 Selected Topics in the Catholic Tradition

Particular themes, events, or individuals in the Catholic tradition are examined, with special regard for their historical contexts and the ways in which they contribute to the self-identity of the Catholic tradition. Study is based on the close reading of primary sources. The subject matter of the course changes from semester to semester. Students should consult the University Registrar's listing of new courses to determine the specific material treated when the course is offered. (Formerly listed as RS 105) *3 credits*

RS 207 The Reformation Era

The religious reform of the 16th century is studied. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Munzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counter-Reformation. (Formerly listed as RS 107) *3 credits*

RS 242 Jews and Judaism in America

What has it meant and what does it mean today to be a Jew in America? Viewing Judaism and Jewishness as inseparable from one another, Jews remain a distinct though by no means homogeneous religious and ethnic group in American society. This course explores the religious, cultural, social, economic and political diversity among American Jews as well as distinctive beliefs, concerns, and experiences that continue to unite them. Special attention is given to issues concerning immigration, acculturation, gender and Black-Jewish relations. *3 credits*

RS 244 Faith After the Holocaust

The course examines the complexity and horror of the holocaust and its contemporary historical, moral, theological, and political implications. Was the attempted annihilation of European Jewry a historical aberration in German politics or did it represent an eruption of psychic, social, and religious malignancies embedded in Western civilization? Was the holocaust unique? Could it have been prevented? And, in light of the holocaust, what does it mean to speak of faith, either in God or in humanity? (Formerly listed as RS 144) *3 credits*

Theology

RS 112 The Problem of God

This course is an historical and theological examination of the Christian doctrine of God with special attention to the problematic aspects of the development of this doctrine through the ages. This development is explored in biblical sources, patristics, medieval, Reformation and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God.

3 credits

RS 117 Jesus Christ Yesterday and Today

A systematic treatment of the person and work of Jesus Christ. The course examines different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments.

3 credits

RS 122 Grace and the Christian Life

This course develops a theology of the everyday life by examining the themes in the New Testament, early monasticism, the Middle Ages, and the Reformation. We then survey current explorations of grace, holiness and the working life, drawing from the insights of psychology and gender studies and attending to concerns for economic and social justice.

3 credits

RS 123 The Church

A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology. The course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils.

3 credits

RS 126 The Sacraments in Christian Life

A theological investigation of the sacraments as the source of Christian character, involvement, and witness. The course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; Baptism, Confirmation, and Penance as sacraments of reconciliation. Special sacramental questions are also considered.

3 credits

RS 220 Contemporary Christian Anthropology

The study of this course rests on the premise that religion and culture create tools for thinking about what it means to be a self. It considers the value of process models for understanding Christian suppositions about the nature of the human person, and for investigating how human work and play, love and sexuality, and suffering and death contribute toward defining a Christian view of the self. (Formerly listed as RS 120)

3 credits

RS 224 The Papacy

This course is a survey of the Roman Catholic papacy, generally focusing on a single figure, theme or period, and placing that figure, theme or period within the larger historical, cultural and ecclesial context. A significant part of the course treats theological issues, using as texts either papal writings, significant encyclicals, or conciliar statements and actions. The course also includes both a critical assessment of the role of the papacy within the Roman Catholic Church, and a consideration of the role of the papacy in interreligious dialogue and world affairs. (Formerly listed as RS 124)

3 credits

RS 232 Theology and the Problem of Culture

A theological examination of the relationship between Christian faith and secular culture since the late 18th century. After exploring the Enlightenment criticism of Christianity, the course pursues an historical and constructive study of two divergent directions in modern theology: "cultural theology" and the "theology of culture." This typology is investigated in the writings of Lessing, Schleiermacher, Barth, Bonhoeffer, and Metz; in the papal encyclicals of Pius X and John Paul II; and in the documents of Vatican I and II. (Formerly listed as RS 132)

3 credits

RS 235 Liberation Theology

An analysis of contemporary theological movements that emphasize the relationship of religious faith and praxis to the sociopolitical realm. The course treats at length the development of the Latin American theology of liberation, and examines its theological principles. The influence of this theological outlook on other Third World theologies, and on North American and European theological reflection is traced, and the course proceeds to a constructive proposal for a contemporary political theology. (Meets U.S. Diversity requirement.) (Formerly listed as RS 135)

3 credits

RS 236 African-American Religious Strategies

This course is a historical and theological journey through various religious strategies and practices African-Americans have employed over the last three hundred years. The focus of the course is on those particular strategies that explicitly defined themselves as religious. We trace the development of the major black religious strategies: religious nationalism (Malcolm X, David Walker), existentialist liberationists (Nat Turner, Gabriel Prosser), prophetic Christianity (Martin Luther King Jr., Marcus Garvey), priestly Christianity (Richard Allen, Sojourner Truth), black mysticism (Howard Thurman), and sectarianism (Daddy Grace, Father Divine). We evaluate all based on their starting-points, conceptions of ritual, and notions of God.

3 credits

RS 237 Christian Feminist Theology

An examination of some of the key issues being raised in religion by contemporary feminist thinkers. After a brief examination of the history of patriarchy in the Christian tradition and earlier responses by pre-modern feminists, the course considers issues such as feminist methodology, feminist perspectives on traditional Christian doctrines of God, creation, "anthropology," christology, and eschatology. The course concludes with a discussion of the nature of authority and an examination of a feminist theology. (Meets U.S. Diversity requirement.) (Formerly listed as RS 137)

3 credits

RS 238 American Catholic Theologians

A lecture/reading course designed to give the student insight into the modern development of Catholic theology in America and what makes it specifically "American." Discussion/analysis covers the work of Gustav Weigel, John Courtney Murray, George Tavard, Frank Sheed, Walter Burghardt, and Robley Whitson. (Formerly listed as RS 138)

3 credits

RS 239 Lay Perspectives on Christian Spirituality

This course examines the foundations and elements of a spirituality of everyday life from a lay perspective. It considers issues related to the spirituality of university life and to one's broader, future developmental calling on personal, spiritual and professional levels. Themes of the course include: 1) historical overview of Christian spiritual traditions; 2) key theological foundations such as creation, incarnation, doctrine of the Holy Spirit, grace, priesthood of all believers, action and contemplation; 3) exploration of the practical implications of such a spirituality; 4) reflection on action for justice. *3 credits*

RS 340 Modern Jewish Theology

An exploration of ways in which selected nineteenth- and twentieth-century Jewish theologians (e.g., Buber, Rosenzweig, Heschel, Hartman, Fackenheim, Blumenthal, Greenberg, Plaskow) have attempted to meet challenges of faith and Jewish self-identity. Problems addressed include the nature of the covenant, the role of human autonomy, liturgical images of divinity, and faith after Auschwitz. (Formerly listed as RS 240) *3 credits*

Scriptural Studies**RS 150 Jewish Interpretations of Scriptures***

An exploration of ways in which Jews have understood the Hebrew Bible from the first centuries of the common era through today. Focusing on specific biblical texts, interpretations are drawn from early classical, legal, and non-legal rabbinic material; medieval commentaries and codes; mystical literature; and modern literary, theological sources. *3 credits*

RS 162 The Good News of the Gospels

The Gospels of Matthew, Mark, Luke and John are studied according to contemporary exegetical and literary methodologies. The theological positions of early Christianity, as represented by each writer, and by other early Christian gospels, are examined and compared. *3 credits*

RS 251 Old Testament/Hebrew Scriptures

The religious perspectives of the major biblical units, Torah, Prophets and Writings, are investigated as they embody themes that define Judaism and Christianity. All contemporary methods of biblical criticism are employed. There is an effort to help students define a form of spirituality from an understanding of these classic texts. *3 credits*

RS 254 Prophetic and Apocalyptic Voices

This course studies the major prophetic voices of the Hebrew and Christian scriptures, concentrating on each prophet's unique vision of God and of the requirements of justice. These themes are blended with the later apocalyptic consciousness, which demands rectification of the wrongs of hatred and injustice and offers hope for a better future. *3 credits*

RS 257 From Judaism to Christianity

The course explores Christianity's emergence from an evolving Judaism during an historical period when Greek influence was intense, factions struggled for ascendancy and new forms of literature captured the prevailing moods. Study begins with the Maccabean movement (167 B.C.E.) and traces the patterns of events and thought to the year 90 C.E. by examining the culture and distinctive literature of that period. The teachings of Jesus and those who followed him, understood in this

cultural context, are studied through the gospels they produced. Particular emphasis is given to the study of the gospel of Luke as reflective of a new openness to the gentiles of the contemporary Greco-Roman world. (Formerly listed as RS 157) *3 credits*

RS 260 The Writings of Paul

A study of the texts and recurring themes of the writings attributed to Paul. Particular emphasis is on Paul's treatment of ethical situations, community, and religious experience. (Formerly listed as RS 160) *3 credits*

RS 264 The Writings of John

A study of the text of the gospel and epistles attributed to John. Particular emphasis is placed upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness. (Formerly listed as RS 164) *3 credits*

RS 266 The Reinterpretation of the New Testament

This course is an introduction to the critical study of the New Testament and its christologies. The varying titles for Jesus are reviewed and compared with the original Jewish or Greek usage. The process of reinterpretation of Jesus in the New Testament is reviewed as a possible model for interpretation today. *3 credits*

RS 350 The Quest for the Historical Jesus

This course examines the debate, increasingly public, over whether an adequate basis exists for reconstructing a description of the life of Jesus of Nazareth. It examines the evidence available from all sources, the criteria by which that evidence has been interpreted, and the resulting, often contradictory, portrayals. The relationship between this "historical Jesus" and the subsequent faith tradition of Christianity is also discussed. *3 credits*

Theological Ethics**RS 170 Theological Ethics: The Foundations of Virtue**

Ethicians have long realized that a right view of fundamental human experiences such as hope, despair, anger, love, and hate, i.e., the passions, is necessary for a proper understanding of moral character. This course initially presents a brief historical overview of various thinkers' reflections on these human qualities, drawing on scientific and philosophical investigations of affectivity. Building on this introductory material, the course considers the moral life from a theological perspective, discovering how theology attempts to define a framework for understanding the affective life's relation to virtue, and how attention to the affective life in turn profoundly influences theological anthropology. *3 credits*

RS 172 Contemporary Morality: Basic Questions

The fundamental concepts in moral theology are introduced, drawing on major traditions in contemporary Christian thought. This course examines the moral foundations of conscience, freedom and responsibility, virtue and character, and methods of moral decision making. To deepen the study of basic questions in Christian morality, the course concludes by examining selected applied issues in contemporary morality. *3 credits*

RS 175 Contemporary Moral Problems

The course is a theological examination of contemporary moral problems. It examines selected ethical issues in contemporary society and leading approaches to moral decision making. The course investigates moral problems such as: euthanasia and physician-assisted suicide, the death penalty, violence and just war theory, bioethics, sexual and reproductive ethics, global poverty, environmental ethics, and issues in business and legal ethics. *3 credits*

RS 276 The Morality of Marriage in Christian Perspective

This course explores marital commitments by exploring the many phases of partnership - courtship, marriage, intimacy, parenting, death - and the specialized skills or virtues these phases require. The course considers questions such as: What kinds of communities, especially faith communities, support marital commitments? What are the forces of society and culture that might threaten them? How might vices, such as physical or sexual abuse, alcoholism, and addiction, erode commitments? The course concludes by assessing how virtuous families might promote peace and justice. Its goal is to bring all our realizations into an integrated theological account of the moral project we call marriage. (Formerly listed as RS 176) *3 credits*

RS 280 Morality and Law

A study of the relationship between law and morality, of rights and justice, with illustrative reference to special topics, e.g., racism, sexism, political, business, and communication ethics. (Formerly listed as RS 180) *3 credits*

RS 281 Religious Values and Public Policy

This course explores various understandings of religious values, the public policy process, and their interaction in American public life. While the course deals primarily with Catholic and Protestant religious traditions, it notes the contributions of other religious traditions to particular policy concerns. A central focus is on issues pertaining to the religion clauses of the First Amendment. To underscore the diverse connection between religious values and public policy, the course also considers wider issues of religion, personality and culture. (Formerly listed as RS 181) *3 credits*

RS 282 Catholic Social Teaching

A study of the modern teachings of the Catholic Church on peace and justice; Christian/Humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to ensure a peaceful and just world order. (Formerly listed as RS 182) *3 credits*

Asian Religions

RS 287 Hinduism

An introduction to the seminal texts, concepts and images of the major religious tradition of India. Topics include Vedic ritualism; Upanishadic mysticism; yoga meditation; the Bhagavad Gita; the caste system; Vedanta philosophy; the cults of Rama, Krishna, Shiva and the Goddess; and Gandhi's philosophy of non-violent action. Hinduism is viewed as an historical phenomenon, a formative influence on Indian culture and society, and a response to the human condition. (Formerly listed as RS 187) *3 credits*

RS 288 Buddhism

This course explores the Indian Buddhist tradition, from its beginning in the life of Shakyamuni Buddha through the present revival of neo-Buddhism in the activism of oppressed classes. The early formative ideas of the Buddha, the Awakened One, are considered as they unfold in the course of Indian history and society. Buddhist meditation and philosophy are discussed as procedures devised to elicit the awakened state. Developments in Buddhist religious orders, lay social life, and the rise of the Great Vehicle tradition are examined through written and visual works. Art and archaeology provide a context for Buddhism's compelling missionary activity throughout Central and Southeast Asia. (Formerly listed as RS 188) *3 credits*

RS 290 Religions of China

This course primarily investigates the indigenous religious expressions of China: Confucianism, Taoism and Chinese popular spirit observances. Those forms of Buddhism, which are properly Chinese, such as Ch'an, Pure Land and Buddhist millennialism, are also covered. Sources from the earliest oracle bone inscriptions to modern communist literature are surveyed, as is modern ethnography and the testimony of non-Han minorities of China. Sacred sites and mountain pilgrimage are important dimensions to the study. *3 credits*

RS 291 Religions of Japan

The course explores the forms of religion which are indigenous to the islands of Japan, especially Shinto and related forms of spirituality. The Japanese adoption of Confucianism and Buddhism is considered in light of Japanese nativistic responses and adaptations; their schools are only investigated where they represent substantial Japanese innovations, as in Tokugawa Confucianism or Soto Zen Buddhism. Syncretist religions, especially the traditional Shugendo and the "new religions" of the 19th-20th centuries are understood in terms of continuities and discontinuities. The consequences of the "Christian century" (1543-1639) and the Meiji restoration also are considered. *3 credits*

RS 292 North Pacific Tribal Religion

This course investigates the varieties of religious expression found in the hunter-gatherer and semi-pastoralist societies of the Northern Pacific Rim and the steppe areas adjacent to it - Siberia and the American Great Basin/Great Plains. Particular attention is given to myths, hunting rituals, tribal rites of passage, renewal rituals, and the specific functions of religious objects. Shamanic structures, spirit communication, and visionary institutions are explored in some depth. Modern transformations of tribal religion in these areas are also discussed. (Formerly listed as RS 192) *3 credits*

RS 388 Buddhist Meditative Traditions

The course explores the elite practice of the Buddhist tradition - the cultivation of various meditative states. The course seeks to place this behavior accurately in the social fabric of Buddhist institutions. To that end, the three most representative of the Buddhist meditative traditions are investigated: the Vipasyana system of early Buddhism, carried on by the Theravada of southeast Asia; the Ch'an tradition of China, Korea, Vietnam and Japan; and the esoteric Buddhist system of India, Tibet, and Japan. The association of these with specific sites, amulet practices and other sacred systems may be investigated as time allows. *3 credits*

RS 389 Seminar on Tibetan Religions

An examination of the forms of religious expression found on the "Roof of the World." The course will investigate the rise and development of Tibetan Buddhism, as well as the indigenous forms of religious expression found in Tibet proper, and in the Tibetan cultural areas in China, Bhutan, Sikkim, Nepal, and India. Topics will include revealed scripture, village religious culture, monastic systems, the Tibetan theocracy, the institution of religious incarnation, and the sectarian divisions within Buddhism and the Bon religion. *3 credits*

Special Topics**RS 197 Evil**

This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does one's understanding of evil have on one's understanding of the human being, of God, and of religion? What is our responsibility in the face of evil? *3 credits*

RS 241/SO 151 Sociology of Religion

For the course description, see SO 151 in the Sociology section of this catalog. *3 credits*

RS 293 Non-Traditional American Churches

This course begins with a critical inquiry into the nature of religion in America and the history that led to the constitutional guarantee of religious freedom. The student is required to develop and defend criteria to evaluate nontraditional forms of "church" that have resulted from this freedom. After reviewing the origin, history and beliefs of the major non-traditional churches established by Americans, the course explores the development of American Evangelism and its impact on modern society through the "Electronic Church." (Formerly listed as RS 193) *3 credits*

RS 294 Religion and Psychology

This course examines topics of concern to the fields of both Psychology and Religious Studies, such as the formation of a personal and communal identity, alienation and guilt, individuality and change, dependence and freedom. The study considers how psychological understandings interact with personal religious beliefs to form patterns of meaning for the individual. (Formerly listed as RS 194) *3 credits*

RS 295 Non-Traditional American Religious Groups

The objective of this course is to develop a critical sense regarding the nature of religion as experienced in pluralistic America. The course investigates a number of groups that illustrate the diversity of religious experience in America: "The Mighty I Am," "Jonestown," "Morningland," and "Theosophy" are examples. Students are required to formulate criteria for judging the authenticity of religious movements through an analysis of these examples. (Formerly listed as RS 195) *3 credits*

RS 296 Saints and Sinners: Images of Holiness in Contemporary Fiction

This course examines the complexity of current understandings of what it is to be holy. It begins with a brief consideration of traditional models of holiness. It turns next to several influential theories of spiritual growth, among them the ideas of Soren Kierkegaard and William James, and then in the light of these theories looks at a series of 20th century novels in which the idea of holiness is examined. Authors considered vary each time the course is offered, but include Georges Bernanos, Shusaku Endo, Mary Gordon, Graham Greene, David Lodge, Flannery O'Connor, Gloria Naylor, Muriel Spark and Jean Sullivan. (Formerly listed as RS 196) *3 credits*

RS 298 Religious Values in Film

The focus of this course is the search for meaning in human life as experienced and depicted in twelve films by distinguished filmmakers. The first six mirror this search in personal life. In various ways they ask whether we are isolated and alone or linked and dependent on others; they grapple with the problem of evil and the experience of salvation. The second six are chiefly concerned with the meaning of life in society. In different historical contexts they ask whether the universe is indifferent or friendly to our community building; they raise the problem of God and the religious significance of secular achievement. (Formerly listed as RS 198) *3 credits*

RS 299 The Classic: Truth in Religion and the Arts

This course examines the idea of the classic as a model for establishing relationships between religious language on the one hand, and poetic discourse and artistic expression on the other. What truth do they lay claim to, and how do they embody it? The course proceeds by way of a comparison of "secular" and "religious" classics to an investigation of the value of the model of the classic in the process of doing theology. (Formerly listed as RS 199) *3 credits*

Special Projects**RS 301 Independent Study**

This program of study is defined by the student, in consultation with a director from the department. *3 credits*

RS 360 Religious Studies Seminar

This seminar is an in-depth investigation of a significant figure, issue, or problem in religious studies. Enrollment in the seminar requires the permission of the instructor. (Formerly listed as RS 260) *3 credits*

RS 390 Major Seminar

This seminar is an in-depth investigation of a significant figure, issue, or problem in religious studies, designed for students majoring in the discipline. *3 credits*

Russian

(see Modern Languages and Literatures)

Program in

Russian and East European Studies

Director: McFadden (History)

Faculty Working Group: Beal (Physics); Buss,

Miners, Nantz (Economics); Chepaitis (Information Systems); Dew (Politics); Eliasoph, Pichlikova

(Art History); Garvey (English); Kidd (International Studies); Sommer (Russian)

The end of the Cold War, along with the collapse of the Soviet Union and communist regimes in Eastern Europe, offers a unique opportunity to take a fresh look at an old field; Russian and East European area studies. Formerly caught within the framework of the Cold War, new societies are emerging, struggling to come to grips with their pasts and forging their own unique futures.

The Russian and East European Studies Minor is an interdisciplinary program developed jointly by the College of Arts and Sciences and the School of Business, offering students an opportunity, from a base major either in International Studies or one of the disciplines, to develop a focus on this dynamic area of the world. Eighteen credits (six 3-credit courses) are required for the minor. Five of these courses must be chosen from courses exclusively or substantially concerned with Russia and/or Eastern Europe, from a range seven different disciplines. At least three different disciplines must be represented. The final course, required of all minors in their senior year, is an interdisciplinary capstone seminar for seniors, "Current Topics in Russia and Eastern Europe," which is team-taught by a rotating group of faculty from several disciplines.

Independent Study and internships are encouraged, and can be substituted for any course with the approval of appropriate faculty and the Director of the Program. All students are also encouraged to apply for a junior semester or year abroad in Russia or Eastern Europe, from a wide range of affiliated programs, including the Boston University Moscow internship program, the Consortium on International Educational Exchange (CIEE), St. Petersburg language and culture program and Fairfield's own program in St. Petersburg at Herzen University.



Courses offerings:

Russian Language

RU 11	Basic Russian I
RU 12	Basic Russian II
RU 101	Intermediate Russian I
RU 102	Intermediate Russian II
RU 121	Continuing Russian Tutorial

History

HI 275	Russian's Road to Revolution, 1689-1917
HI 276	St. Petersburg in Russian History
HI 284	Twentieth Century Russia
HI 356	History of the Cold War
HI 385	Comparative Russian Revolutions

Visual and Performing Arts

AH 191	Art and Mythologies of Nazi Germany, Fascist Italy, and Bolshevik Russia
RES 110/ FA 110	Introduction to Russian Culture

Economics

EC 230	Comparative Economic Systems
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Finance

FI 397	Seminar in Finance: Investing in the Former Soviet Union
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Politics

PO 148	Central and Eastern European Politics
PO 249	Russia Seminar
RES 160	East European Seminar

English (Comparative Literature)

EN 266 The Russian Novel and Western Literatures

EN 366 20th Century Russian Novel

Religious Studies

RS 292 North Pacific Tribal Religion

Course Descriptions**RES 110 Introduction to Russian Culture**

This interdisciplinary course provides a comprehensive introduction to Russian civilization seen through the lens of visual expression, performance and drama. Students revisit Russian painting, architecture, dance, music and film at pivotal historical junctures. Our ultimate destination is to comprehend the underlying ideologies of orthodoxy, autocracy, totalitarianism and perestroika. Images serve as our principle gateways to the deeply religious cultural imagination that has never experienced Renaissance and Reformation. Critical examination of extensive Western and Eastern influences explains the creation of native Russian aesthetic and ideology by way of adaptation, accommodation and transformation of multicultural and multiethnic input. (Cross-listed under Visual and Performing Arts as FA 110. Students are not permitted to take this course under both designations.) *3 credits*

RES 160 East European Seminar

The purpose of the seminar is to study, discuss and review in writing a representative sample of political and philosophical documents, together with works of art and literature concerning the legacy of Communism and nationalism in Central and Eastern Europe. Participants discuss how these texts and images are related to current problems and difficulties including the failure of former Yugoslavia to prevent ethnic warfare. *3 credits*

RES 310 Capstone Seminar: Current Topics in Russia and Eastern Europe

This interdisciplinary seminar, team taught by faculty from different disciplines, focuses on current and changing developments in Russia or Eastern Europe and covers culture, politics, business, and economics, enabling students to integrate their different disciplines in a case-study format. Both oral and written assignments are required, in addition to a special seminar project, designed by the student in close consultation with the instructors. Open to seniors only. *3 credits*

RES 395 Internship in Russian and East European Studies

Candidates work a minimum of eight hours per week during the semester either for the RES Program director, helping with publicity, coordination and public events, or for an organization or business in the area doing work in Russia or Eastern Europe. Under the direction of a faculty member in Russian and East European Studies, interns must regularly report on their work and must write an evaluation of the experience at the end of the summer. The internship is available only to juniors and seniors who are minoring in Russian and East European Studies. *3 credits*

Department of

Sociology and Anthropology**Professors:** Anderson, Hodgson, O'Connor (*Chair*), Schlichting**Assistant Professors:** S. Abbott, Rodrigues (*Internship Coordinator*)**Lecturers:** Martorella, Oliver, Penczer

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences the individual's behavior. Why do human beings form families? Why do the rich act, and even think, differently from the poor? What makes some people break social rules and others obey them? What holds societies together? Why do all societies change over time? These are questions that sociologists ponder.

Anthropology asks similar questions, while emphasizing cross-cultural, cross-disciplinary and longer-term perspectives. Its comparative approach highlights patterns of similarity and difference among human groups, and helps us understand our own practices and those of others in a broader cross-cultural context.

Students majoring in Sociology at Fairfield University begin their study by taking several fundamental courses that provide them with an understanding of the basic concepts and methodology of the field. The student builds on this foundation by selecting from a wide variety of elective courses. Each student is carefully and individually advised throughout his or her stay at Fairfield. The faculty strives to clarify career goals and to put together a concentration of courses and experiences that will ensure for the student intellectual fulfillment and a viable career.

All sociology majors and minors are urged to consult with the Chair and other members of the Sociology Department in planning their academic programs. This is especially important in coordinating particular course concentrations most suitable for individual career goals.

Requirements for the Major

Sociology majors take a minimum of 30 credits in Sociology and/or Anthropology, including six required courses: SO 11, SO 112, SO 121, SO 222, SO 328, and SO 329.

Requirements for the Minor

Sociology minors take a minimum of 18 credits in Sociology and/or Anthropology, including two required courses: SO 11, and a choice of either SO 222 or 328.

Internships

If an internship is taken (for three or six credits), the internship is in addition to the basic requirements of the major or minor.

Sociology and Non-Majors

All Sociology and Anthropology courses, except SO 222, 279, 328, 329, and Field Work Placement (SO 397-398), are open to all students without prerequisite.

Course Numberings

Course numberings have been changed from the previous catalog, and where this has happened it is so indicated. Courses listed here are not open to students with credit for the old number. Also, students taking sociology courses cross-listed in other departments should be alert to course number changes.

SO 11 General Sociology

This course is an introduction to sociology. It aims to provide the student with a sense of sociology's orientation; its particular way of looking at human behavior in the context of people's interaction with each other. The course emphasizes the kinds of questions sociology asks, the methods it uses to search for answers, and how it applies the answers to problems of people's everyday lives and issues of social policy. *3 credits*

SO 112 American Society

This course analyzes the dominant ideology and values that have shaped American culture - namely, the Protestant Ethic - and how and why these values are changing. This is followed by an analysis of major institutional trends that have transformed and continue to transform America and the modern world: bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology - and the effects of these institutions in producing new personality types, mass society, and rapid social change. Purpose of the course is to provide a macro-sociological framework. *3 credits*

SO 121 Statistics: Social and Political Data Analysis

This course is designed to provide a basic introduction to the role of statistical analysis in understanding social and political data. Emphasis is placed upon actual data analysis using the University's computer facilities. An extensive social and political data archive including 1980 Census data, political polls, and national survey data are utilized for computer analysis. *4 credits*

SO 142 Sociology of the Family

The family is a basic social institution of all societies. The course begins by examining family systems as they exist in other cultures and in times past. However, the central focus of the course is on understanding the contemporary American family system. American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging are examined as well as alternative life styles and family instability. *3 credits*

SO 144 Sociology of Sexuality

This course explores the social construction of human sexual behavior. The influence of social institutions on sexuality, social responses to variations in behaviors, and the organization of sexual identities are examined. Discussion topics include sexual orientation, transgenderism, sex work, the global sex trade, pornography, AIDS, and the law. *3 credits*

SO 151 Sociology of Religion

This course is a combined theoretical and empirical treatment dealing with: the sociology of religion; the character of religious institutions; the relations of religious institutions with other institutions in society; and the internal social structure of religious institutions. Particular attention is given to the process of secularization in the modern world and the crisis this poses for traditional religion. Cross-referenced with RS 241. *3 credits*

SO 161 American Class Structure

This course examines the roots and structure of class in the U.S., as well as the consequences of this hierarchical arrangement on everyday life. Although the primary focus of the course is on social class, the dynamics and consequences of social class cannot be fully understood without addressing the complex interconnections between class, race and gender. *3 credits*

SO 162 Race, Gender, and Ethnic Relations

This course analyses sociological and social psychological dimensions of race relations, ethnic interaction, and the changing role and status of women. While the focus of the course is on the American scene, problems of women and minorities in other parts of the world are also examined along with their importance for world politics. What sociologists and social psychologists have learned about improving dominant/minority relations is considered. (formerly listed as Race and Ethnic Relations) *3 credits*

SO 163 Urban/Suburban Sociology

This course explores the following: "The nature of the city" and growth of metropolitan regions in the contemporary world; the ecological approach and the use of demographic data in the analysis of modern urban communities; social organization of metropolitan regions and the emergence of urban-suburban conflict; "big city" politics, community-control, and regional government as dimensions of organization and disorganization in city life; and city planning and urban development at local and national levels as efforts to solve the urban crisis. *3 credits*

SO 167 Contemporary Media: Race and Gender

This course analyzes various forms of contemporary media, paying particular attention to issues of gender, race, social class, and sexualities. The political economy of media, cultural constructions of femininity and masculinity, the social production of race, feminist film criticism, colonialism, racial politics, sexual expression, and cultural identity are among the many topics discussed. *3 credits*

SO 169 Women: Work and Sport

Sex and gender stratification exists in most areas of everyday life throughout American society. This course concentrates on women in the workplace and in sport. Women's occupational status and the accompanying roles from the colonial period to the present are analyzed from a variety of theoretical perspectives including the biological, social learning and feminist approaches. Since sport is a microcosm of society, the perceptions and experiences of female athletes in twentieth century America are treated as a mirror of the inequality within the larger world. *3 credits*

SO 171 Criminology

This course examines the origin, causes, and history of crime. It also explores victimless crime, white-collar crime, and organized crime. The control of crime and the agencies of control are also examined as well as the techniques of punishment and rehabilitation. *3 credits*

SO 175 Sociology of Law

The basis of this course is the relationship of law and society. Several issues explored are the meaning of law, civil disobedience and other challenges, and law as an agent of social change. A major theme of the course is legal equality vs. social inequality - a theme to be analyzed in terms of discrimination against the poor, women, and various racial groups. The second half of the semester is devoted to a discussion of the role of lawyers, the police, and the courts in American society. *3 credits*

SO 183 Public Opinion and Polling

The course examines the construction and utilization of public opinion surveys. The impact upon the American political process is explored. The question of the role of public opinion in a democratic system of government is also examined in detail. Archive data drawn from private polls, the Gallup and Harris polls are utilized to illustrate the polling process and as a background to the substantive issues which will be discussed. *3 credits*

SO 184 Population: Birth, Death and Migration

Demography is the study of population. The causes and consequences of population change are studied in detail. Global population problems and those faced by the United States are addressed. Real demographic data is analyzed in a "hands-on" fashion during weekly demographic techniques sessions. *3 credits*

SO 191 Social Change in Developing Nations

This course examines the major societal changes occurring in developing countries. Answers are sought to two basic questions: to what extent are the current efforts of Third World nations to modernize comparable to the earlier experience of the United States and Western Europe? How do existing inequalities and dependencies between developed countries and Third World nations affect their chances of modernizing?

Each student is responsible for completing a semester long web-based country study of a particular country. *3 credits*

SO 192 Social Work: An Introduction

This course provides an overview of the profession of social work. Emphasis is on the knowledge base, theories, values and skills which underlie generalist social work practice with individuals, groups, families and communities. Students will consider a range of social problems and social policy concerns as well as the impact of these issues on diverse client populations. A related exploration of the role of the social worker in agency settings and the various fields of practice will also be addressed. *3 credits*

SO 193 Social Work: The History of Social Welfare & Social Work

The course explores the development of the social work profession within the context of the evolution of social welfare in the United States. Emphasis is on the political, economic, social and philosophical forces that have forged social welfare policy and helped shape the profession of social work. Exploration of the importance of divisions in American society regarding social justice and issues of class, race ethnicity and gender will provide a framework through which to view current controversies such as welfare reform and the feminization of poverty. *3 credits*

SO 222 Methods of Research Design

A study of the nature and function of the scientific methods as applied to the field of sociology. Emphasis is placed upon survey research design and secondary analysis of existing data. Teams of students design and conduct research projects as part of the course assignments. (Prerequisite: SO 11) *4 credits*

SO 279 Seminar: Criminal Justice System

This seminar explores in detail the workings and problems of the criminal justice system in the United States. In addition to investigating the sources of criminal behavior, the course focuses on the arraignment process, probation, the trial, sentencing, prison reform, and parole. Site visits supplement lectures and discussion. (Prerequisite: SO 171) *3 credits*

SO 328 Sociological Theory I

This course is the first of a two-course sequence in sociological theory. It concentrates on the writings of Marx, Durkheim, Weber, and Martineau, placing their theories in the context of the social, economic, political, and intellectual turmoil of the late 18th and early 19th centuries. The course includes a focus on the development of sociology as a discipline and the enduring concerns of the perspective. (Prerequisite: SO 11) *3 credits*

SO 329 Sociological Theory II

This course is the second of a two-course sequence in sociological theory. It focuses largely on American sociology and its development during the twentieth century. Critical social theory, structural functionalism, symbolic interactionism, ethnomethodology, feminism, and social constructionism are examined. Contemporary application is a central concern in the course. (Prerequisites: SO 11, SO 328) *3 credits*

SO 397-398 Field Work Placement

A one- or two-semester internship program. Students are placed in professional and service settings where they work under supervision and acquire experience in the area they have chosen for their placement. In addition, they are helped to integrate their experiences with the intellectual foundation acquired in their academic courses. *3 or 6 credits*

SO 399 Independent Research

Upon the request of a student, and by agreement of an individual professor in the department, a student may do a one semester independent study on a defined research topic or field of study. *3 credits*

AY 110 Physical Anthropology and Archaeology

The study of natural selection, primate evolution, and living primate societies, provides a baseline from which to study the evolution of the human species. The course also traces human cultural and social development from the foraging bands of the first humans to the civilizations that appeared at the dawn of written history. Physical variation among living populations is also studied. *3 credits*

AY 111 Cultural Anthropology

Why is there such variety among human societies in the way their members live, dress, speak, behave toward one another, and worship? This course explores the shared patterns of thought, behavior, and feelings - that is, the cultures - of a number of peoples, and offers an explanation for the form they take and the differences between them. A primary goal is to develop a new perspective on the values and institutions of Western culture. *3 credits*

AY 120 Language, Culture and Society

This course is a broad exploration of anthropological approaches to the study of humankind's premier symbol system - language. Topics covered include the origins of spoken and written language, language change and variation through time and across space, the appreciation and analysis of language as a system (with examples from phonology, morphology, and syntax), ethnosemantics and the relations between language and thought in different cultures, and the sociolinguistic analysis of conversation and discourse with particular attention to issues of gender and inequality. *3 credits*

AY 130 Societies and Cultures of Africa and Latin America

This course is an introduction to the cultural anthropology of two very diverse regions of the world. Africa and Latin America/the Caribbean are both continents with several distinct cultural heritages and a complex blending of the ancient and the modern. The course ranges broadly, exploring the ancient civilizations of each area, the cultural ecology that shapes human behavior and society there, the distinctive cultural patterns that characterize each, the historical and cultural linkages between these two regions, and the similarities and differences in African and Latin American experiences with colonialism, capitalism and development in an increasingly global system. *3 credits*

AY 140 Marriage in Cross-Cultural Perspective

This course is an exploration of marriage as a social and symbolic system, focusing on analysis of marriage practices in several ethnographic areas, including Africa, Asia, Latin America, Oceania, Europe and the contemporary U.S. The goals of the course are to expose students to a range of theoretical perspectives used in anthropology, and to guide students to an appreciation of how marriage systems participate in the construction and reproduction of kinship and gender identities, and relations of power, authority, and inequality. *3 credits*

AY 150 Societies and Cultures of Asia and the Pacific

This course is an introduction to the cultural mosaic and social dynamics of Asia. While offering an ethnographic and cultural ecological survey of geographical Asia, the course focuses mainly on three regions: South Asia, mainland and insular Southeast Asia, and East Asia. In each region we explore the historical development of high civilizations, the transformation of society and culture through the era of colonial domination, and the rapid and profound changes affecting the regions as they modernize and articulate with a global economy. *3 credits*

AY 160 Medical Anthropology

This course explores the social and cultural dimensions of illness, disease, healing and health from a cross-cultural perspective. Among the topics considered are: the relationship between biology and culture; the sociocultural causes and consequences of epidemics and pandemics; social inequality and health-related issues; how different cultures conceive of the body, health and illness; shamanism and ethnopscychiatry; culture-bound syndromes; birth and reproduction cross-culturally; health and the life cycle; the cultural dimensions of the clinical encounter, especially in pluralistic societies; and aspects of the political economy of medicine in the United States. *3 credits*

AY 168 Women and Men: The Anthropology of Gender

Through a comparison of selected Asian, Middle Eastern, African, and Native American societies, this course explores the ways that culture can mold the biological facts of sexual difference into socially accepted behavior, creating two, and sometimes more, genders. Topics include the allocation of work, power, and prestige between men and women, the belief systems that legitimate gender roles, and some possible causes for the wide variation that exists among cultures. *3 credits*

AY 180 Asian/American Communities

The fastest growing communities in the United States are those of people of Asian and Pacific Island ancestry, yet Asian-Americans are among the least understood of all immigrant groups. Using ethnography, literature and film we explore the dynamics of specific Asian communities in the U.S. from the 19th century to today, with attention to the cultural backgrounds and historical conditions from which they emigrated, and the different Americas into which they moved. Among other themes, we consider the culture and political economy of racism, gender and intergenerational relations, social networks and social mobility, and the creation of Asian-American identity. *3 credits*

AY 199 Societies and Cultures of East Asia

This course is a survey of social and cultural patterns in the East Asian societies of China, Japan and Korea. The lectures and readings are designed to provide an overview of the shared traditions and cultural histories of the region, and to explore the specific local-level circumstances that make each society unique. The class analyzes contemporary ethnographies and other works that describe the relationships in each cultural tradition among several domains, including: family, marriage and kinship; ecology, economics and politics; community organization and stratification; religion and cosmology; social change and modernization. *3 credits*

Department of

Visual and Performing Arts

Professors: P. Eliasoph, O. Grossman, Yarrington

Associate Professors: Escobar, LoMonaco (*Chair*), Porter, Schwab, Torff

Assistant Professors: Laramée, Mayzik, S.J.

Instructors: Nash, Rose

Lecturers: Balling, Brailoff, Camarda, Campbell, Chamlin, Clarke, Davis, Fitzsimmons, Fumasoli, Haggstrom, Hobbs, Kniering, Knijff, LaPorta, Maxwell, Mendelsohn, Mennonna, Merry, Mille, Ramirez, Roth, Ruff, Sarawit, D. Steffen

Instrumental Instructors: Baranski (*popular piano*), Childs (*piano*), Clarke (*electric bass*), Clymer (*trumpet*), Donnelly (*guitar*), Ellis (*bassoon*), Ewald (*classical guitar*), Fumasoli (*trombone*), Hannah (*viola*), Harris (*voice*), Kniejff (*organ*), Moran (*clarinet/saxophone*), Mulvaney (*drums/percussion*), Naha (*guitar*), Oppenheimer (*harp*), Ranson (*voice*), Sonkin (*classical piano*), Spaulding (*French horn*), Tieszan (*violin*), Waddell (*flute*)

The Major

The major consists of a minimum 30 credits of coursework in the Department of Visual and Performing Arts which must be completed in a single area of concentration chosen by the student. Areas of concentration available to majors are: Art History (AH), Music (MU), Studio Art (SA, 33 credits), and Theatre (TA).

The Minor

A minor in Visual and Performing Arts can be obtained upon completion of 18 credits in one of the five areas of concentration: Art History (AH), Film and Television (FM/TL), Music (MU), Studio Art (SA), or Theatre (TA).

For further information about the curriculum and areas of concentration, consult the Program Directors:

- I. ART HISTORY: Jesús Escobar
- II. MUSIC: Brian Torff, Laura Nash
- III. NEW MEDIA FILM, TELEVISION AND RADIO: James Mayzik, S.J.
- IV. STUDIO ART: Eve Andrée Laramée
- V. THEATRE: Lynne Porter

In order to satisfy the Visual and Performing Arts core requirement of six credits, students must take three credits in a lecture course from the areas of art history, music history, theatre, or film history. The remaining three credits may be taken from any of the Visual and Performing Arts course offerings.

Studio art, film and television, and some theatre courses require a materials fee. Students enrolling in these courses will be billed \$35 per student per course.

Facilities and Resources

- Galleries include the Lukacs Gallery for contemporary art, the Thomas G. Walsh Gallery, and experimental galleries for student work.
- A long-term loan of plaster casts from the Metropolitan Museum of Art, representing masterpieces from ancient Greece, Rome, and Renaissance Italy, provide students in the Art History and Studio Arts Programs additional opportunities.
- A MIDI-lab for music based computer software and orchestra and jazz performances at the Kelley Theatre and experimental Black Box at the Quick Center for the Arts for students in the Music Program.
- The Media Center in Xavier Hall contains exceptional equipment and facilities for students in Film and TV. Included there are: an instructional TV studio, a production TV studio, and Campus Television Network head-end. Furthermore, the production of Film and TV is supported by state-of-the-art computer-based digital graphic design and editing production and post-production technology.
- The renovated PepsiCo Theatre, with its intimate theatre, dance studio, and design studio, is the home of Theatre Fairfield, the production wing of the Theatre Program.

Internships

Students who major in the Visual and Performing Arts are also eligible for **internship programs**. Students may receive credit for gaining valuable practical experience in a variety of activities. Available internships include work at the university's Thomas J. Walsh Art Gallery in the Regina A. Quick Center for the Arts, local galleries, museums, historical societies, television and radio stations, art studios, professional theatres and production companies. In addition, music students may intern in the management offices of the Greater Bridgeport Symphony Orchestra or the Connecticut Grand Opera and Orchestra in Stamford.

Performance Opportunities

In addition to its regular courses, the department sponsors a number of **student performing groups** including the Chamber Singers, the Fairfield University Orchestra, the Flute Choir, the Jazz Ensemble, and the World Music Ensemble. Members of these performing groups receive one credit for each semester. After three semesters, students may use the three credits to fulfill half of the Visual and Performing Arts core requirement. All additional credits earned in music performance are considered as supplementary; they do not count toward graduation requirements. A non-credit performing organization is the Glee Club, sponsored by Student Services.

The Department also sponsors **Theatre Fairfield student productions** in the PepsiCo Theatre and in the Regina A. Quick Center for the Arts. Four performances annually feature student casts, production and management personnel. Students perform in works from classic and current repertoire using the newest theatrical technology.

Programs

I. ART HISTORY

Program Director: Escobar

Faculty: P. Eliasoph, Mille, Rose, Schwab

We live in a visual world and the field of art history is an essential tool for experiencing humanity's visible achievements. The Art History program has expanded in recent years and now offers a complete academic curriculum covering all the major movements and periods of western civilization as well as courses on the arts of Asia, the Americas and Africa.

The Art History program has successfully attracted many motivated and creative undergraduates who demonstrate their broad understanding and appreciation for the visual arts of painting, architecture, sculpture, photography and graphics. Art History students develop critical skills of evaluation through a cycle of courses studying the artistic heritage of the Ancient, Medieval, Renaissance, Baroque, Modern, and American cultures in the Western experience and the artistic heritage of Asia, Africa and the Americas.

The Art History program has a range of goals including:

- Enabling students to develop a visual vocabulary
- Developing multiple perspectives on key paradigm monuments in their cultural contexts
- Establishing an understanding of the cross-disciplinary nature of art history as a gateway connected to the humanities and liberal arts
- Developing students' abilities to organize ideas, respond, write and speak coherently about representational issues
- Encouraging students to take advantage of the world-class museums and collections in Connecticut and New York City
- Motivating students to attain direct involvement and aesthetic pleasure from the knowledge and comprehension of world art

With a strong emphasis on the relationship between historical research, written analysis and observational interpretation, students of Art History come to possess a powerful visual vocabulary. Coursework leads to a capstone experience with either a seminar or an independent study during the senior year. These interpretive skills are essential for professional gateways into teaching, museum and gallery curating, marketing and media careers, as well as nearly every job requiring visual analysis. Previous students have earned positions in leading museums, art galleries, auction houses, publishing, architecture, and various design fields, as well as university teaching. Equally, a strong liberal arts education based in Art History has given students the necessary preparation for careers in medicine, law, management, and international relations.

Among the many outstanding resources and programs available to Art History students are specially arranged visits to major museums in New York and Connecticut with "behind the scenes" tours by curators; internships at regional museums and cultural organizations; "hands on" apprenticeships at the university's Thomas J. Walsh Art Gallery in the Quick Center for the Arts; and ongoing research with the university's Metropolitan Museum of Art Cast Collection. All Art History majors are encouraged to participate in the university's international study opportunities, including the academic semester/year in Florence at the Lorenzo de' Medici Art Institute of Florence. Since Art History is not a field presented to most high school students, declaration of the major often takes place once the student completes the general survey sequence (AH 10-12). The Art History program allows students to integrate and expand their humanities experiences at Fairfield into a highly professionalized course of study with several rewarding career outcomes.

All Visual and Performing Arts majors concentrating in Art History are required to take 30 credits as follows:

At least two of the following 3-credit courses:

AH 10	Origins and Transformations in Western Art	
AH 11	Visual Culture Since 1400: Expression and Experimentation	
AH 12	Introduction to the Art History of Asia, Africa and the Americas	
<i>Subtotal Art History credits</i>		6 credits

At least one 3-credit course from each of the five following areas:

(Students may take four 100- or 200-level courses in these areas, but one 200-level course must be completed for the requirement of the major. **Note:** before proceeding to any 100- to 200-level courses, students are advised to first complete at least one of the introductory courses - AH 10, 11, or 12.)

Ancient/Non-Western

AH 100	Arts of India, China and Japan
AH 110	Ancient Near East, Egypt, Aegean Bronze Age
AH 111	Greek Art and Archaeology
AH 112	Etruscan and Roman Art and Archaeology
AH 113	Art and Archaeology of Ancient Egypt
AH 210	Myth in Classical Art
AH 213	Through Egyptian Eyes

Medieval

AH 120	Art of the Medieval World
AH 121	The Celtic World and Early Irish Art

Renaissance

AH 130	Renaissance Art in Italy
AH 135	Renaissance and Baroque Architecture
AH 230	Northern Renaissance Art

Baroque

AH 140	Baroque Art
AH 240	Dutch and Flemish Painting
AH 242	The Arts of Spain and its World, 1474-1700

Modern/American/Photography/Graphics/Architecture

AH 150	NeoClassical and Romantic Art	
AH 152	Modern Art	
AH 154	Impressionism and Post-Impressionism	
AH 162	American Sculpture	
AH 163	Art in America: Colonial Elegance to Civil War Realism	
AH 164	American Art: Civil War to Civil Rights (1860-1960)	
AH 172	History of Photography	
AH 174	History of the Graphic Arts	
AH 175	Contemporary Art	
AH 180	Modern Architecture	
AH 191	Art & Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia	
<i>Subtotal Art History credits</i>		15 credits

Other 3-credit 200-level courses:

AH 290	Arts Management
AH 295	Museum/Gallery Curating

At least two 3-credit 300-level courses are recommended for students in the Senior Year:

AH 300-310	Independent Study/Internship/Art Abroad/ MMACC
AH 311-330	Junior/Senior Capstone Seminar (required for all junior and senior Art History majors each spring semester)
<i>Subtotal Art History credits</i>	

Students are recommended to take, but are not limited to, at least one 3-credit Foundation Studio Art course.

SA 10	Interpreting the Self
SA 11	Structure, Space & Environment
SA 12	Drawing
SA 13	Figure Drawing
<i>Subtotal credits</i>	

TOTAL 30 credits

To complete a minor in Art History, students must complete a total of 18 credits as follows:

Two 3-credit courses selected from AH 10, 11, or 12
 One studio art course (SA 10-13)
 Any three 3-credit upper level art history courses
Total for minor 18 credits

The format of all art history courses is illustrated slide lectures with informal student discussion. The rich heritage of the visual arts is presented in these slide lectures allowing students to observe the vast panorama of the visual arts. The courses listed below focus on developments from pre-history to the present.

All Art History courses count as "history of" for the Visual and Performing Arts core.

Courses Descriptions

AH 10 Origins and Transformations in Western Art

From the mysterious depths of paleolithic cave painting to the soaring heights of Gothic cathedral vaulting, this course surveys the early history of Western Art. We begin with the origins of art-making in prehistoric, Mesopotamian, Egyptian, Greek, and Roman cultures. Then, the transformations of these ancient traditions in the arts are viewed in Early Christian and Medieval societies. The course offers students a working vocabulary with which to compose visual analyses of works of art and evaluate them in a social and historical context. One class takes place at the Metropolitan Museum of Art in New York City. *3 credits*

AH 11 Visual Culture Since 1400: Expression and Experimentation

This course explores the ways in which people have used images to record their world. From the development of linear perspective in the early Renaissance to the assimilation of advances in optical sciences in the Baroque to the incorporation of photography in the nineteenth century, art has responded to technological advances and created distinct and expressive visual cultures. By exploring painting, sculpture, the graphic arts, and architecture, students learn to analyze how the contemporary world is designed and defined by a visual heritage that incorporates historical images into film, television, and advertising. One class takes place at the Metropolitan Museum of Art in New York City. *3 credits*

AH 12 Introduction to the Art History of Asia, Africa and the Americas

In this introductory lecture course works of art and architecture from each continent are examined to understand the respective traditions of Asia, Africa and the Americas. Emphasis is given to a selection of examples within a chronological sequence. Different art historical approaches are essential and pragmatic as the material culture from each of these three areas is studied. India, China and Japan form the basis for the study of Asia. Cultures designated by their geographical locations provide a frame of study for African Art. The Americas are represented by Pre-Columbian, Northwest Coast, and Native American visual arts. Emphasis is given to art collections in New Haven and New York City, and one bus trip is organized during the semester to offer students a first-hand experience studying original works of art. *3 credits*

Note: To enroll in any art history course numbered AH 100 or higher, students are advised to complete at least one of the introductory courses: AH 10, 11 or 12.

AH 100 Arts of India, China and Japan

This course is a survey of the art and architectural history of three major civilizations in Asia. Sacred and secular material culture in painting, sculpture and architecture are studied during the formation and development of each civilization and compared with their modern achievements. In each instance the scope of history covers at least three millennia. Specific focus is given to the Mauryan, Kushan and Gupta periods in India, to the Chou, Han, T'ang, Song and Ch'ing Dynasties in China, and to the Nara, Heian, Kamakura, Edo, Tokugawa and Meiji periods in Japan. Emphasis is given to the contrasting periods of isolation and open contact between these civilizations and with those in the west. Collections of Asian art at Yale University and in New York City are highlighted during the lecture course, and trips to study these collections are arranged. *3 credits*

AH 110 The Ancient Near East, Egypt and the Aegean Bronze Age

A survey of the cities and sanctuaries that flourished in Mesopotamia (Ur, Babylon, Nineveh, Persepolis), Egypt (Thebes, Amarna, Karnak, Luxor) and the Aegean basin (the Cycladic islands, Crete, Thera, Troy, Mycenae, Pylos) as early as 3000 B.C., with the invention of writing, and their domination of the eastern Mediterranean into the first millennium B.C. The distinctive artistic developments and architectural forms of these three enduring cultures are analyzed as well as their impact on western civilization. Emphasis is given to objects in area museums, and field trips are included. *3 credits*

AH 111 Greek Art and Archaeology

This survey covers the major developments in architecture, sculpture and painting from the time of Homer to the collapse of the Hellenistic world. Consideration is given to the formation of the panhellenic sanctuaries of Olympia and Delphi in the Geometric and Archaic periods and the rise of democracy under the leadership of Pericles in Athens culminating in the Parthenon of the High Classical period, to the creation of an empire under Alexander the Great. The legacy of the Greek achievement is explored in the context of its impact on the Roman world and later art. Emphasis is given to objects in area museums, and field trips are included. *3 credits*

AH 112 Etruscan and Roman Art and Archaeology

A survey of the art of the Etruscans, predecessors to the Romans on the Italic peninsula, and its impact on the Roman Republic. The development of Roman art and archaeology is traced from the Republic to the late empire, from the center of Rome and the achievements of Augustus to the official recognition of Christianity by Constantine the Great. Consideration is given to the influence of the Greek legacy and Roman developments. Emphasis is given to objects in area museums, and field trips are included. *3 credits*

AH 113 Art and Archaeology of Ancient Egypt: Images for Eternity

The course is devoted to the history of ancient Egyptian art from the Predynastic Period (ca. 4200 BCE) to its last manifestation in the time of the Roman occupation (100 CE). The survey focuses on major themes, important stylistic movements, and selected masterpieces of Egyptian architecture, sculpture, reliefs, painting and minor arts. Consideration is given to the formation of major arts in the Predynastic Period; great monuments of the Old Kingdom such as Djoser, Khufu and Khafre Pyramid complexes; classical art of the Middle Kingdom with the royal temples, pyramids and tombs at Lisht and Deir el Bahari; New Kingdom temples at Karnak and Luxor, and the splendor and revolution of Amarna art. Emphasis is given to the objects in area collections, especially in the Metropolitan Museum of Art. *3 credits*

AH 120 Medieval Art

An introduction to Medieval art and architecture in Western Europe, from its Roman, Jewish and Early Christian sources to the Gothic period. The course explores continuity and change in the arts and society, including relationships to Celtic, Islamic, Anglo-Saxon, and Byzantine art. A field trip to the Cloisters, the medieval branch of the Metropolitan Museum of Art, is included. *3 credits*

AH 121 The Celtic World and Early Irish Art

This course traces Celtic art from its sources and history on the European continent, ca. 1200 BCE to the 1st century CE, to its migration to the British Isles. Its subsequent transformation as it interacts with native cultures there, particularly the Irish culture, is traced. Native Irish art is examined, from the stone circles and passage graves of 3000-2000 BCE to the introduction of the Celtic style, continuing through the "Golden Age" of the island's conversion to Christianity. This development led to rich new art forms such as illustrated bibles, jeweled chalices and reliquaries, high crosses, and the introduction of monastic and ecclesiastical architecture. The medieval revivals in the 19th and 20th centuries are also discussed. A first-hand examination of Fairfield University's facsimile of the Book of Kells is included. *3 credits*

AH 130 Renaissance Art in Italy

In its painting, architecture, and sculpture, we discover the re-emergence of the individual will in Renaissance society. Beginning with the new naturalism of Giotto and continuing through the High Renaissance in Rome with masterpieces by Bramante, Michelangelo, and Raphael, the artist asserted his influence on court and church. A social-economic focus is seen in the rising status of the artist from guild-oriented craftsman to the independent genius acting as the peer of monarchs, clerics and merchant patrons. *3 credits*

AH 135 Renaissance and Baroque Architecture

Surveying the architecture and urbanism of 15th through early 18th century Europe and its colonial world, this course addresses topics such as the Renaissance revival of antiquity and its impact on architecture, the changing nature of architectural practice, the role of religious orders like the Jesuits in the dissemination of architectural style and taste, and the importance of illustrated books in advancing theoretical and practical notions about architecture and the city. The course term paper assignment considers the legacy of Renaissance and Baroque architecture in the United States Northeast. (Prerequisite: AH 10 or AH 11.) *3 credits*

AH 140 Baroque Art

The 17th century in Europe is marked by profound shifts in religion, society and economics that are reflected in the art produced during that tumultuous period. This course surveys the painting, sculpture, architecture and urbanism of the 17th century, with a focus on France, Italy and Spain. Among the themes explored are the notion of classicism in the arts, the role of academies and the market in promoting the arts, the phenomenal output of portraiture and self-portraiture and the shaping of cities as works of art. Previous completion of AH 10 or AH 11 is strongly recommended. *3 credits*

AH 150 NeoClassical and Romantic Art

(18th and 19th Centuries): Reason vs. Passion

A survey of art and architecture during the turbulent 18th and 19th centuries in Europe and America. Includes the Neo-Classical style favored by Napoleon and Jefferson, the dramatic emotionalism of the Romantic era, the clarity of the Realist style and the revolutionary invention of photography. (Recommended as basis for studying 20th century painting.) *3 credits*

AH 152 Modern Art

The shifting styles and currents of modern art are studied from the realists Courbet and Manet and their contemporaries to the rebellious years of the Impressionists. The 20th century is explored from the Fauvists' explosion of color to the new spatial-physics of Cubism under Picasso. The triumphs and failures of modern civilization are documented in the experimental efforts of the Constructivists, Dadaists, Surrealists, and Abstract Expressionists. A principal concern in the course is the question: "What is the artist of the 20th century telling us about our world?" *3 credits*

AH 154 Impressionism and Post-Impressionism

This course studies the 19th century French art movement that revolutionized painting. Monet, Manet, Renoir, and Pissarro are covered along with their contemporaries in Paris, their students, and followers. The Post-Impressionists with their innovations are also included. Museum trips to study original works are included. *3 credits*

AH 161 American Architecture

The art of building in America, from pre-Columbian times to the present. Tradition, economics, engineering, and environmental factors influencing its development. We examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life. Special emphasis is placed on the architecture of today. The aim of the course is to develop an understanding of the man-made environment, and its special relations to ourselves, as individuals and as a society. *3 credits*

AH 162 American Sculpture

Major periods and landmarks in American sculpture, from the Colonial era to the present, are chronicled and analyzed. The development of American sculpture is set within the framework of Western Art as a whole in order to illustrate American sculpture's complexity, richness and truly national character. Emphasis is placed on its role in the remarkable flowering of the sister arts of painting, sculpture and architecture during the rise and fall of the Beaux-Arts tradition within the American Renaissance. Two classes will meet at sculptors' studios. *3 credits*

AH 163 American Art: Colonial Elegance to Civil War Realism

The first two centuries of American Art reflect the dramatic individualism of the early settlers. English, Dutch and Spanish immigrants created varied and vigorous styles of art and architecture. The course examines these styles, from Colonial towns and plantations to Federal architecture commissioned by Washington and Jefferson, as well as vividly realistic images of the Civil War by Winslow Homer and photographer Matthew Brady. The course is useful for students of American history, and American studies. Field trips are included for study of original architecture, painting, and furniture in public and private collections. *3 credits*

AH 164 American Art: Civil War to Civil Rights (1860-1960)

This course continues with the arts and architecture of the Early Republic (see FA 152) and expands into the major movements and masters of American art from the Civil War to the present. In tracing the themes and artistic statements of American artists we take special notice of unifying national myths such as: the Founding Fathers, Manifest Destiny, America as the New Eden, the Frontier from the Rockies to the Lunar Surface, Heroes from Davy Crockett to Superman, and America as Utopia. Through the masterpieces of Church, Cole, Homer, Eakins, Sloan, Hopper, Pollock, Rothko, Wyeth, Warhol, and the "Downtown" art scene, we try to determine: "What is uniquely American about American art?" *3 credits*

AH 172 History of Photography

Photography is one of the youngest artistic media, yet is the one most evident in, and crucial to, twentieth-century culture. The history of photography in the nineteenth and twentieth centuries is traced, with emphasis given to the interplay between the growth of photography as an art form and technological developments of the medium, and to the multiple functions filled by photography in modern and post-modern culture. Both photographic movements and the work of individual photographers are stressed, and the relationship of photography to other art forms is analyzed. *3 credits*

AH 174 History of the Graphic Arts: Prints, People, Process

A history of the graphic arts in the West from their beginning until the twentieth century, including the media of woodcut, engraving, etching, lithography and silkscreen. An in-depth look at such master printmakers as Dürer, Rembrandt, Goya and Picasso, as well as an examination of the role of the printed image in dispensing information, illustrating the Bible, providing affordable art for the masses, and expressing the alienation of the modern artist. We explore the chronological development of techniques, the difference between painted and graphic works in the careers of individual artists such as Whistler, the Impressionists and German Expressionists, as well as the relationship to major themes in European art movements. A field trip to see a collection of prints or an exhibition is scheduled. *3 credits*



AH 175 Contemporary Art

This course offers a historical, critical and stylistic analysis of major trends in contemporary art in Europe and the United States such as Abstract Expressionism, Pop Art, Minimalism, conceptual art, Neo Dada, Neo Expressionism, Post Modernism and Feminist art. Special consideration is given to artist dialogue (text and video), and criticism. This consideration is specifically examined against the broader cultural, political, social and philosophical context of the artwork. Emphasis is given to objects in area museums and the course includes one class on location at the Museum of Modern Art in New York City. *3 credits*

AH 180 Modern Architecture

This course introduces the student to key principles and moments in the history of the built environment from antiquity to the 20th century. Architecture is considered in its social and political context, paying careful attention to the symbolic meanings that buildings convey. Topics covered in the course include the classical tradition of architectural design, the relationship between architectural practice and technology, the emergence of the capital city, and modern urban concerns such as parks, housing, and public works. *3 credits*

AH 191 Art & Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes

This course is an interdisciplinary approach to the visual Zeitgeist of these major political/national crises in Europe between 1917 and 1945. The primary objective is to survey the visual rhetoric of Nazi Germany, Fascist Italy, and Bolshevik Russia through the widest possible definition of the visual arts. In addition to the traditional fine arts of painting, sculpture, and architecture, we also include the mass cultural outlets of film, radio, propaganda posters, and the staging of public events. The class eliminates the distinctions between "high" and "utilitarian" mediums of expression; all means of persuasion are fair game. The intention is to open another window for each student to better understand the complexities of these political/nationalist issues; the "window" is the lens provided by the visual arts and mass media. In doing so, we must recognize how the symbolic languages of mythology were married to political ideologies and shaped public opinion from the national consciousness. *3 credits*

All 200-299 courses have prerequisites of AH 10, 11, 12 or any 100-level course except where noted.

AH 210 Myth in Classical Art

Greek and Roman Art is a rich depository of Greek Mythology, with a wide range of representations that evolved over the centuries. As a source of information Classical Art sometimes preserves myths that are otherwise unknown in the surviving literature. In some cases visual representations date earlier than an extant literary description, or they differ in the details of the story. Ancient sources, both visual and literary, are the focus of our study of the Olympian gods, the heroes, Perseus, Herakles, Theseus and Odysseus, the Trojan War, and battles such as the Gods and Giants, Lapiths and Centaurs, and Amazons and Greeks. The appearance of a selection of these myths on specific monuments during certain periods in the Classical world is compared. Emphasis is given to examples in the Metropolitan Museum of Art, the Yale University Art Gallery, and the Metropolitan Museum of Art Cast Collection at Fairfield. (Prerequisites: one Art History course below the 200-level or by permission of the instructor.) *3 credits*

AH 213 Through Egyptian Eyes: Enigmatic Aspects of Ancient Egyptian Art

Can we really comprehend ancient Egyptian masterpieces just by looking at them? Can we rely on ancient Egyptian sculpture and painting to reflect Egyptians' physical appearance, cults, and habits? Can we call Egyptian art "art"? Can Egyptian portraits be called "portraits"? What is the difference between Egyptian writing and representations? What could Egyptians themselves appreciate in the art of Akhenaten and Nefertiti: its innovation or its traditionalism? What is the difference between tradition and archaism in ancient Egyptian art? We cannot truly comprehend Egyptian art without some knowledge of underlying conventions, religious functions, philosophical conceptions, symbolism and magic. These and other puzzling questions are explored in depth in this course. (Prerequisite: AH 10 or AH 113, or by permission of the instructor.) *3 credits*

AH 230 Northern Renaissance Art

This course surveys the arts of painting, printmaking, and sculpture in the northern and southern Netherlands, Germany, and France from 1400 to 1600. The work of major masters such as Jan van Eyck, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel is treated, as well as the development of certain themes particularly popular in northern art, for example, the depiction of popular proverbs, landscape scenes, and scenes of daily life. The relationship of the arts to the rest of society is emphasized. Works in local collections are examined, and a trip will be scheduled to the Metropolitan Museum in New York, which has a superb collection of northern Renaissance art. Previous exposure to the study of art history is recommended. *3 credits*

AH 240 Dutch and Flemish Painting

This course surveys the art of painting in the northern and southern Netherlands from approximately 1590-1690. The work of major masters such as Rembrandt, Rubens, Vermeer, Van Dyck, and Frans Hals is treated as well as the work of many other masters active in the seventeenth century. Relevant engravings and etchings are also included. The growth in popularity of newer subjects, such as still-lives, landscapes, and scenes of everyday life, is discussed, and problems of their meaning addressed. The relationship of art to society is stressed. (Prerequisite: AH 10 or 11) *3 credits*

AH 242 The Arts of Spain and its World, 1474-1700

This course surveys the art and architecture that was produced in the complex cultural landscape of early modern Spain. We examine what is traditionally called Renaissance and Baroque art in the context of Spain's multicultural past and its ever-expanding role in the Mediterranean and Atlantic worlds. Topics of study include the role of art collections in introducing foreign tastes to Spain, Philip II as a patron of the arts, the building and decoration of El Escorial and the Alcázar in Madrid, Diego Velázquez and the notion of a courtier-artist, the architecture of the Churriguera family and the colonial art and architecture of Mexico and Peru. (Prerequisite: AH 11 or special permission.) *3 credits*

AH 290 Special Topics Seminar

An offering for study in-depth of a specific subject in the history of art. Open to selected students. *3 credits*

AH 295 Museum/Gallery Curating

This course explores the role of museum and gallery curator. Facets of curator's responsibilities dealing with the object, the museum, collectors, federal and corporate funding are explored. Field trips. Art history prerequisites. *3 credits*

AH 300 Independent Study

An in-depth exploration of a specific topic in art history involving independent research and field study. Available to selected students upon approval of faculty and Chair. *3 credits*

AH 308 Art Seminars Abroad

A ten-day art history study tour of European countries offered annually during spring recess or after final exams. Students visit major cities, sites, museums, and collections under the direction of a fine arts faculty member. Students may elect to join the tour on a credit basis requiring a paper or project to be submitted six weeks after return. See appropriate faculty member for details. Applications are due the last week of October, and the last week of January. *3 credits*

AH 310 Internship

The Regina A. Quick Center for the Arts provides qualified art history and studio art majors with museum planning, and organizational and exhibition techniques by working on gallery exhibits at the Walsh Art Gallery. In addition, senior Visual and Performing Arts students may be placed in a number of regional art institutions including theatres, historical societies, and museums for professional internships. These are highly selective and require permission from Professor Katherine Schwab before registration. *3 credits*

AH 311-330 Junior/Senior Capstone Seminar

Art History majors are required to take this capstone seminar both in their junior year and again in their senior year. The seminar is offered each spring semester, and rotating topics reflect the areas of expertise and research among the full-time faculty. Those students planning to study abroad are encouraged to do so during the fall semester of their junior year. *3 credits*

II. MUSIC

Director of Classical Music: Nash

Director of Jazz and Popular Music: Torff

Faculty: Balling, Campbell, Clarke, Fumasoli, Knijff, Maxwell, Mennonna, D. Steffen, Waddell

Visual and Performing Arts Major with a Concentration in Classical Music

- MU 11 Early Survey of Musical Styles
- MU 12 Late Survey of Musical Styles
- MU 150 Music Theory and Composition I (may exempt with permission of instructor)
- MU 250 Music Theory and Composition II
- MU 301 Advanced Music Theory and Composition

Students may choose another 2 or 3 music history courses at the 100 or 200 level, and are expected to have at least two semesters of 300-level work.

Up to 6 performance credits (lessons or performing groups) may be applied to the major.

Visual and Performing Arts Major with a Jazz/Popular Music Concentration

All Visual and Performing Arts majors concentrating in Jazz/Popular Music are required to complete 30 credits as follows:

THEORY (Total of 6 credits)

- MU 155 Jazz Theory & Improvisation 3 credits
- Choice of:
 - MU 156 Intro to Midi and Music Software 3 credits
 - MU 158A Intro to Recording Techniques 3 credits

PERFORMANCE* (Total of 6 credits)

- MU 256 Jazz Ensemble 6 credits (one credit per semester)

Music lessons may be substituted with permission of Prof. Torff.

*Theory and music history courses may be taken instead of performance courses.

HISTORY (15 credits)

- MU 101 History of Jazz 3 credits
- MU 102 History & Development of Rock 3 credits
- MU 112 The Music of Black Americans 3 credits
- MU 122 World Music History & Ensemble 3 credits
- MU 157A Intro to the Music Industry 3 credits

INTERNSHIP OR INDEPENDENT STUDY

3 credits

The Department of Visual and Performing Arts also offers two options for a minor in Music:

- 1. Minor in Classical Performance
- 2. Minor in Jazz/Popular Performance

The Minors

The minors in both classical and jazz music enable talented music students at Fairfield University to engage themselves in a serious minor that will be a challenging addition to their liberal arts education. For students who do not wish to major in music, but still want to continue study of the discipline, this program insures that they can continue to develop their skills in a concentrated program.

Minor in Classical Music requirements:

- Either MU 11 or MU 12
- MU 150 (may exempt with professor's permission)
- MU 250
- A 200-level music history course and either
- 6 performance credits - from lessons, groups, or both, or
- 6 additional credits in either music theory or history.

Minor in Jazz/Popular Music requirements:

- Performance/Jazz Ensemble* and/or Lessons 6 credits
- MU 101 3 credits
- Choice of MU 102, MU 112, or MU 122 3 credits
- MU 155 and MU 156 6 credits

* May take 2 history or theory courses instead of performance.

History courses will include two choices from the following: MU 101, MU 102, MU 122.

Ensemble Groups and Applied Lessons

- ORCHESTRA: Deborah Graser
- JAZZ ENSEMBLE: Brian Torff
- GLEE CLUB/CHAMBER SINGERS: Carole Ann Maxwell
- FLUTE CHOIR: Leslie Waddell
- APPLIED MUSIC LESSONS: Laura Nash

A. Music History

A = Applied Music

H = Music History

MU 11 Early Survey of Musical Styles (H)

From the humble beginnings of prayer set to chant, through the Golden Age of Polyphony, to the masters of the Baroque, this course surveys the origin of western art music. Students learn the basic elements of music and chart the evolution of these elements through the centuries. Students also learn about the cultural and intellectual environment that gave birth to different music genres and styles. No prerequisites or experience necessary. *3 credits*

MU 12 Late Survey of Musical Styles (H)

This course explores the ways in which composers manipulated the musical language to meet the growing demands of the middle class. After learning of the basic elements of music, we explore the world of the Enlightenment and of Haydn, Mozart, and Beethoven. In the Romantic period we explore the interaction of all the arts and the influence of politics and economics on compositional style. With the dawn of the 20th century, we explore what "modern" means, the attempts to create alternative musical languages, and the impact of war on composers and their music. No prerequisites or experience necessary. *3 credits*

MU 101 The History of Jazz (H)

This course traces the development of American jazz from its origins in black musical traditions. We examine the roots of jazz in ragtime, blues, worksongs, and march music. The developments of different jazz styles will be studied such as Dixieland in the 20s, swing in the 30s, bop in the 40s, and continuing to the present. Special emphasis is placed upon connecting the historical period with the music of jazz - America's original art music. No prerequisites. *3 credits*

MU 102 The History and Development of Rock (H)

This course surveys the musical and social trends which resulted in the emergence of rock and roll as an important musical and cultural force in America. We trace the roots of rock, blues, and country styles, showing how they merged with popular music. Periods from the 1950's to the present are studied, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. Students are able to understand, discuss, and differentiate between stylistic periods and their historical relevance to American culture. No prerequisites. *3 credits*

MU 111 The Life and Music of George Gershwin (H)

This course focuses on the life and music of one of America's greatest composers, George Gershwin. At home in popular as well as serious music, Gershwin is beloved for his popular songs written for Broadway shows and Hollywood musicals, and concert works such as Rhapsody in Blue and An American in Paris. He led a fascinating life that illuminates the decades of the 1920's and 1930's. We study his life and music through readings, movies, listening, and class discussion. No prerequisites. *3 credits*



MU 112 The Music of Black Americans (H)

This course is a musical and historical survey course of African American music and its important contributions to American culture. African heritage, slave songs and the colonial era are studied, followed by the role of black Americans in the music and culture of the Revolutionary and Civil War periods. The evolution of the spirituals, minstrel songs and ragtime as they relate to dance forms are examined along with the role of blacks as performers and composers in classical music and music of the theater. The final section studies the blues as it evolves into jazz, soul, reggae, funk, disco and rap. This course takes a look at racism and issues of gender in America, and how musicians of diverse backgrounds have collaborated and contributed to the evolution of American music despite prejudice and adversity. This course meets the diversity requirement. *3 credits*

MU 122 World Music History and Ensemble (H)

The World Music History and Ensemble course involves both a survey of and practical, hands-on-instruments, experimentation with world music styles, including African, Brazilian, African-American, Native American, Latin American, Indian, and South Asian. The course is composed of two main parts: a formal weekly lecture and a practice or performance session. During the latter session, students learn to play (primarily African) percussion instruments and are encouraged to see them as the first building blocks of much larger units of ethnic, folk, traditional, or popular ensembles. Students also are made aware of corresponding songs and traditions as part and parcel of the process of learning about music of other worlds. This course links history, tradition, music and culture while introducing students to the contribution of a wide range of cultures to the world of music and to the widespread belief that music is a universal language. Finally, students are given the opportunity, a required component, to perform as a class or an ensemble on set show-and-tell occasions that might be open to invited guests and/or Fairfield University community as a whole. No previous musical experience is required for enrollment in this course. No prerequisites. *3 credits*

MU 123 A Survey of Piano Music (H)

No instrument has been more important than the piano in the development of music from 1750 to the present. It has been central to classical, jazz, and popular music. It has been the most important household instrument for over 200 years. This course traces the development of the piano and piano music from its origins in Italy around 1730 through the present, and examines the different uses of the instrument in classical, jazz, and popular music. There is no prerequisite, but the course is more enjoyable for those who have some piano background.

3 credits

MU 124 Bach and Beethoven (H)

This course examines the lives and music of two masters. The first half of the course explores the great secular and religious music of Johann Sebastian Bach, the last great exponent of baroque style. The second half of the course investigates the life and works of Ludwig von Beethoven, the composer who, more than any other, represents the struggle for artistic truth. No prerequisites.

3 credits

MU 125 Women in Music (H)

This course studies the contributions made by women to music. We examine the work of women from the Ninth century through the present, particularly their work in four main areas: as teachers, composers, performers, and patrons. Some of the women studied may include Hildegard of Bingen, Eleanor of Aquitaine, Clara Schumann, Catherine Medici, and Nadia Boulanger. These women are considered not only in relationship to their artistic accomplishments, but also in an intellectual and cultural historical perspective. No prerequisites.

3 credits

MU 126 History of Choral Music (H)

From Palestrina Masses to Verdi's Requiem, this course explores the history of music through choral music. The composers themselves often considered these masterpieces to be the culmination of their compositional development and work. (Prerequisite: MU 11 or MU 12. A basic ability to read music is helpful.)

3 credits

MU 242 Music of the Classical Era (H)

During the Classical era (about 1750 to 1830) music shifted from an aristocratic concern to the favorite popular art of the middle class. The course examines the lives and music of the three most important composers of this period - Haydn, Mozart, and Beethoven. (Prerequisite: MU 10 or equivalent.)

3 credits

MU 243 Nineteenth Century Romanticism in Music (H)

This course is a comprehensive survey of the 19th century Romanticism in music. The music of the Romantic era contains some of the richest masterpieces in music history. In addition to the music of Beethoven, Chopin, Verdi, Wagner, etc., the course considers the relationship between music and the other arts. (Prerequisite: MU 10 or equivalent.)

3 credits

MU 244 Music of the Twentieth Century (H)

This course is an introduction to the mainstreams of music of our time. We begin with Debussy, Ravel and the French moderns. After investigating the music of Stravinsky, Bartók, and other European composers, we conclude with such modern trends as electronic music, film music, jazz, and popular music. (Prerequisite: MU 10 or equivalent.)

3 credits

B. Music Theory

MU 150 Music Theory and Composition I (A)

This course introduces students to the basic concepts of music theory and beginning compositional skills. Starting with the notation of pitch and rhythm, the course investigates the major/minor key systems, intervals, chord construction, melody writing and rudimentary harmonization. No background in music is expected.

3 credits

MU 155 Jazz Theory, Keyboard Harmony, and Improvisation (A)

This course is designed to give the minor in jazz performance a working knowledge of jazz and pop harmony. The student attains keyboard proficiency through an emphasis on ear training, voicings, tritone substitutions and improvisation theory. This proficiency can be utilized on other instruments as well. Students should be able to play through lead sheet material with reasonable proficiency utilizing jazz voicings and voice-leading techniques. All upperstructure chords must be learned in all keys, as well as ways to improvise on various chord structures. Basic knowledge of the keyboard is recommended, but the course is open to all instrumentalists and vocalists. (Prerequisite: By permission of instructor)

3 credits

MU 156 Introduction to MIDI and Music Software (A)

This course provides the student with an introduction to the use of Musical Instrument Digital Interface and its various formats. The principles of midi, use of computers in music, and music software as it applies to composition, arranging, sequencing, and music notation is studied. How these formats enhance the performance of music and music production is examined. Students learn the technology that is used in pop music, soundtracks, and commercial music. A basic knowledge of music is required, but is open to all students with some musical background.

3 credits

MU 157 Introduction to the Music Industry (A)

This course introduces the student to the various aspects of the music industry. We discuss the history and process behind the creation, manufacture, and distribution of pre-recorded music. The course covers the earliest record companies, changes in the technology, and the growing awareness and sophistication of both the consumer and the artists, as well as the function of managers, attorneys, musicians and agents in the music industry.

3 credits

MU 158 Introduction to Recording Techniques (A)

The course demonstrates and emphasizes the physics and theory of acoustical sound in both a studio and live environment and enables the student recording engineer the ability to capture that sound into a high quality recording environment. The student learns the fundamentals of recording equipment, such as microphone placement, dynamic processors, echo, delay, reverb, equalizers, and the mixing console with result being the ability to organize, set-up, and administer a recording session. The course may be clustered with both a physics and a music course as an interdisciplinary component. The portability of the equipment enables potential tie-ins to the Quick Center, Studio Arts, Theater, the Levee, and other campus events. Students of physics, music, theater, and studio arts might all benefit from this course.

3 credits

MU 250 Music Theory and Composition II (A)

This course is a continuation of Music Theory and Composition I. We continue to build a theoretical and compositional foundation by studying 7th chords, part-writing, harmonic progressions, and chromatic harmony. In addition, we compose original melodies and learn how to harmonize them, and undertake simple analysis projects to further understand how music is put together. (Prerequisite: Music Theory and Composition I or permission of instructor) *3 credits*

C. Performance**MU 55 Pep Band (A)**

Pep band performs for the men and women's basketball games and is open to all students with a musical background on guitar, bass, drums, sax, trumpet, trombone, tuba and flute. There are weekly practices to be arranged with the instructor and regular attendance is required. *1 credit*

MU 255 Symphony Orchestra (A)

This ensemble helps instrumental musicians develop their skills further through public concert performances in a symphonic orchestra. Admission is by audition only. Students are given instruction in ensemble performance ethics, phrasing, and stylistic interpretation. This course may be taken repeatedly, and after three semesters, may be used towards the Visual and Performing Arts core requirement. (Prerequisites: Orchestra or Symphonic Band performance experience and will be selected through audition.) *1 credit*

MU 256 Jazz Ensemble (A)

This organization is open to musicians who wish to develop their skills in jazz performing. Students rehearse and receive instruction in performing and improvising in different styles of jazz, from swing to fusion. This course may be taken repeatedly, and after three semesters may be used toward the Fine Arts core requirement. (Prerequisites: Students must have instrumental or vocal performance experience and will be selected through audition.) *1 credit*

MU 257 Chamber Singers (A)

This is a mixed choral ensemble dedicated to the learning and performing of significant chamber choir repertoire. Members of this highly competitive group are drawn from the larger Fairfield University Glee Club. Membership is by audition only. *1 credit*

MU 258 Flute Choir (A)

This chamber ensemble helps flutists to develop their abilities further by playing in small groups under supervision. Students are given instruction in ensemble, flute technique, and interpretation. This course may be taken repeatedly, and after three semesters may be used towards the Visual and Performing Arts core requirement. (Prerequisites: Must have some prior training on the flute. Membership by permission of instructor.) *1 credit*

MU 259 Concert Band (A)

This ensemble allows students who have played in bands in high school to continue developing their ensemble skills. The course may be taken repeatedly and, after 3 semesters, may be used towards the Visual and Performing Arts core requirement. (Prerequisites: Must have some experience on your instrument and playing in an ensemble.) *1 credit*

D. Independent Study and Internship**MU 300 Independent Study in Music (H or A)**

By arrangement with music faculty, students choose to work independently on special topics within the field of music. Availability of Independent Study supervision is limited, and preference is given to those majoring or minoring in music. *3 credits*

MU 301 Independent Study in Music Theory (A)

By arrangement with music faculty, students continue the work of MU 250, with an advanced study of music theory and composition. This course may be taken more than once. (Prerequisite: For majors and minors only.) *3 credits*

MU 305 Performing Arts Management Internship (A)

Internships are available in a number of organizations. Students receive semester credit in exchange for a minimum of 10 hours per week of work with one of these organizations. All aspects of concert management and production are addressed, as well as grant writing procedures, fund raising, community outreach, etc. No more than 6 semester hours may count toward a major. No more than 3 semester hours may count toward a minor. *3 credits*

MU 310-311 Senior Capstone Project

The capstone project provides the opportunity for majors to work at a very high level, reflecting their expertise and ongoing research. (Prerequisite: Permission of music faculty.) *3 credits*

E. Applied Music Lessons

The department provides private lesson instruction for all university students in most areas of music performance. These can be taken either as a sixth course or for no credit. The instruction carries an extra charge above tuition. There are 10 lessons per semester, and students may enroll for 30 minutes, 45 minutes, or one hour of instruction per lesson. Lesson times are arranged individually with the instructor. Students interested in registering for lessons must do so by the second week of classes each semester, and should see the Visual and Performing Arts Department Coordinator in Canisius 3 for a registration form and more information.

Students may repeat lessons for credit each semester. Note, however, that students may apply no more than a combined total of 6 credits earned in 1-credit and 2-credit music lessons to meet graduation requirements.

Lesson Fees for 2001-02 Academic Year are listed below. They are subject to change in subsequent years.

Ten - 1-hour lessons: \$425 (optional 2 credits)

Ten - 45-minute lessons: \$350 (optional 1 credit)

Ten - 30-minute lessons: \$275 (no credit)

Students may take any length lesson for no credit, but only the 1 hour and 45 minute lessons will be eligible for University credit.

III. NEW MEDIA FILM, TELEVISION AND RADIO

Program Director: J. Mayzik, S.J.

Faculty: Camarda, Connolly, Davis, Malone, Merry, Minnick, Ramirez, Sarawit, Volpe

The New Media Film, Television and Radio Minor provides a coherent awareness of the aesthetic, artistic and communicative power of these varied media by offering courses in theory, history, genres, styles and structures with hands-on production courses. The program curriculum reflects the convergence of traditional media of film, television and radio into a new media of creative possibilities. Students learn the theory and collaborative practice of all aspects of visual storytelling: writing, moving image design, producing, directing, cinematography, sound design, digital imaging, and editing. We want our students to understand the expressive power of these media, and to experiment with their own creative voice, engaging their imagination and intellect with the tools of these crafts. Many of our faculty come from the ranks of working professionals, ensuring that information transmitted in the classroom is at the cutting edge of the field.

New Media courses focus on new digital technologies as they relate to the sound and moving image of film, television and video. Nonlinear narrative theory and technique, computer graphics, 2-D and 3-D animation, multimedia network communications, CD-ROM and DVD production are featured.

Film track courses survey the origins and development of motion picture art, analyze periods, genres and styles of filmmaking, and offer hands-on experience of film production technique. In the production courses, students are introduced to the collaborative, creative process of filmmaking, with an emphasis on storytelling through a broad spectrum of aesthetic approaches. Student films produced in the production courses are showcased in a campus film festival, and are web streamed over the university web page.

Television track courses survey the technological and stylistic history of the medium; the particular visual and audio language of television texts; the genres, narrative and generic conventions of television; and hands-on production experience designed to teach skills in studio and remote television production. In the production courses, students produce programs of a variety of familiar genres but are encouraged to push the creative boundaries of the medium. Student programs are aired on a regular nightly schedule on the HAM Channel, the student broadcast TV station, and are web-streamed.

Radio track courses survey the programmatic and technical development of the medium; sound development and recording techniques; and broadcast production and management. Production courses contribute programming to WVOF, the university FM station, and to its web streaming address.

Fairfield University's Digital Center for the Arts (DCA) within the Media Center is the home for the courses and facilities of the program. Recognizing that many academic departments within the University have an immediate and growing need for digital resources with which to teach and produce creative works, the Center has been established as a cooperative, cross-disciplinary venture enabling students, staff and faculty access to new digital media production methods and tools.

At the DCA, students, faculty and staff can

- Master new digital production technologies for emerging media
- Teach and take courses, seminars and workshops related to digital imaging and design
- Find support and technology to aid in creation of digital projects
- Incorporate new media into existing curriculum
- Prepare for new media careers

The DCA shares the Media Center's 15,000 square foot facility on the ground floor of Xavier Hall, consisting of 2 fully equipped television studios and control rooms, a head end satellite downlink and distribution center, three nonlinear editing suites, two media class and screening rooms, a digital imaging lab, and offices for Media Center personnel and equipment distribution. It is also home to the student television channel, The HAM Channel, with offices and work areas for their production work. Full-time personnel of the Media Center are professional video and digital producers, writers, editors, design and repair technicians, and many also teach courses within the program and the DCA.

Minors in New Media Film, Television and Radio are encouraged to major in the Media Studies track of the **Communication Department**. Minor courses taken in this program can be included in the requirements for the Communication major. Minors are also encouraged to explore the interconnections between this program and other disciplines of photography, studio arts, music, theatre and art history as offered within the **Department of Visual and Performing Arts**.

The minor is a good introduction for students interested in continuing as professionals in any of these media. Since Fairfield has an excellent reputation and is situated in the greater New York region, many opportunities exist for internships in media production. In addition there are significant internships available at the University Media Center and the Digital Center for the Arts. Many minor students have had success after graduation in acquiring solid entry-level jobs in various media fields, and others continue to develop their interest through graduate study and have gone on to film school programs at NYU, Columbia, USC, Loyola Marymount and others.

Program Detail

The program includes six courses, or 18 credits.

I. Foundational Course (three credits)

TL 100	Introduction to the Visual Arts of New Media Film, Television & Radio
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Beyond TL 100, students are required to complete a choice of five courses within the Film, Television or Radio tracks:

II. Film History/Theory or Television History/Theory or Radio History/Theory

At least two required courses, six credits-and no more than nine credits-in the chosen track:

Film Track

FM 101	Art of Film
FM 102	Filmmaker Studies
FM 103	American Decades
FM 104	World Cinema
FM 110	Special Topics in Film

Television Track

TL 101	Art and Language of Television
TL 102	Television Drama
TL 103	Documentary Television
TL 104	Television Comedy
TL 105	Directing for Film and Television
TL 106	Art of Editing
TL 110	Special Topics in Television

Radio Track

RA 101	Art and Language of Radio
RA 102	Radio Drama
RA 103	Documentary Radio
RA 110	Special Topics in Radio

III. New Media Film, Television or Radio Production

Two required courses, six credits-in the chosen track:

FM 130	Filmmaking I
FM 131	Nonlinear Editing
EM 132	Performance for Camera
FM 230	Filmmaking II
FM 231	Film Internship
TL 130	HAM Television Production I
TL 131	Digital Graphics for Film and Television
TL 230	HAM Television Production II
TL 231	Television Internship
RA 130	Radio Production I
RA 230	Radio Production II
RA 231	Radio Internship

IV. One Elective Course

An additional (sixth) course, from either the History/Theory or the Production areas, completes the six course requirements for the minor.

With the approval of the Director, students may 'cross track' to take courses in which they are particularly interested.

PROGRAM SUMMARY

TL 100	Intro to Visual Arts Film, TV & Radio	1 course (3 credits)
Film/TV/Radio History/Theory		2 courses (6 credits)
Film/TV/Radio Production		2 courses (6 credits)
Elective		1 course (3 credits)
(either History/Theory or Production)		
TOTAL		6 courses (18 Credits)

FM 101 Art of Film (H)

The course provides an overview of film-its history as an art form and as a business, its technological development, and its special ability to tell stories visually. Students write a short screenplay and produce a short film as members of a small film crew. Topics include producing, directing and acting for the camera. The course is recommended for non-majors fulfilling a Visual and Performing Arts history core requirement. For students pursuing the Film track of the minor, this course fulfills a history/theory requirement, and is recommended as a prerequisite to Filmmaking I. It also fulfills a history requirement of the Visual and Performing Arts core requirements. *3 credits*

FM 102 Filmmaker Studies (H)

Specific filmmakers and their work as directors, producers, writers, cinematographers, editors and composers are studied. Griffin, Chaplin, Welles, Kubrick, Allen, Hitchcock, and many others are investigated in detail for the visual style and narrative structure of their works. It also fulfills a history requirement of the Visual and Performing Arts core requirements.

3 credits

FM 103 American Decades (H)

This course focuses on alternating decades in the first 100 years of American film. Hollywood and independent films are analyzed with respect to genres, styles, acting, and their relationship to American history and culture. The course fulfills a history requirement of the Visual and Performing Arts core requirements.

3 credits

FM 104 World Cinema (H)

A historical and critical survey of film from world nations, such as French new wave films by filmmakers like Truffaut, Godard and Chabrol; German cinema including Fassbinder, Wenders, Herzog and von Trotta; Japanese films of Kinugasa, Mizoguchi, Ozu, and Kurosawa, Yanagimchi, and Itami are studied. Films from Italy, China, Russia and third world countries are studied within the cultural, historical, and political environment of their time. The course fulfills a history requirement of the Visual and Performing Arts core requirements.

3 credits

FM 110 Special Topics in Film (H)

Courses in this area cover a range of topics-genres or themes such as film noir, the horror film, the musical, documentary film, the Western-and are offered on a rotating basis each semester. This course fulfills a history requirement of the Visual and Performing Arts core requirements.

3 credits

FM 130 Filmmaking I (A)

As the first course in the production application of the Minor, students are introduced to the basic equipment, technique and art of motion picture photography and editing. Film types and exposures are examined, camera techniques are practiced, lighting and digital editing exercises are assigned. Students begin with 35mm photography and progress to 16mm motion picture photography, and learn about production details of filmmaking. A short film is produced and edited. This course fulfills a production requirement for the film track of the minor.

3 credits

FM 131 Nonlinear Editing (A)

Students are introduced to the theory and basics of digital editing, and the practice of editing with the Media 100, Final Cut Pro and Quantel digital editing systems. They study the characteristics of nonlinear systems, and learn how they are used to create effective and affective visual and audio programs. The course fulfills a production requirement for film track of the minor in New Media Film, Television and Radio.

3 credits

FM 132 Performance for Camera (A)

This course is an introduction to the art of acting for film and television camera: theory, history and practice. Fundamental elements of acting-imagination, movement, focus, method, character development-are studied and applied in class exercises. The course fulfills a production or theory requirement for film track of the minor in New Media Film, Television and Radio.

3 credits



FM 230 Filmmaking II (A)

Film track Minors are given advanced instruction in the use of 16mm film cameras, sound equipment and editing systems, screenwriting, producing, and direction of actors. Students work in groups to write, direct and produce short narrative films. The course fulfills a production requirement for the film track of the minor.

3 credits

FM 231 Film Internship (A)

In consultation with a faculty member, upper level students may arrange a semester-long internship with one of many film production companies located within Connecticut and the New York metropolitan area. On-site supervision and meetings with the faculty advisor are combined with weekly journal submissions and an assigned paper at the end of the internship. The course fulfills a production requirement for film track of the minor in New Media Film, Television and Radio.

3 credits

TL 100 Introduction to the Visual Arts of

New Media Film, Television and Radio (H)

This course is designed to introduce new media film, television and radio within the context of the visual and performing arts, to reveal their relationship with painting, sculpture, dance, architecture, theater, music, and photography, and their fundamental origins as creative art-making. Film, television and radio have become essential elements in the aesthetic communication process of our time; they are perhaps the most powerful media used to express some truths about life and human reality, and to tell human stories and evoke passionate emotions. Each has characteristic strengths related to its own unique technology and presentation, but film, television and radio share common elements of the arts-use of light, color, motion, mass and line, composition of space, modeling of sound, editing and structuring of elements. The course examines these common characteristics, and provide a sound understanding of how they 'work' on individuals and groups to make film and television such powerful media. The course fulfills a history requirement of the Visual and Performing Arts core requirements, and it is a required course for all Film and Television minors in either track, ideally taken prior to other courses in the minor.

3 credits

TL 101 Art and Language of Television (H)

A basic introduction to the study of television, this course explores the visual and audio style of various television texts, their narrative and generic conventions, the practical implications of aesthetic choices and the meanings and pleasures generated. Historical roots of television content and technology are reviewed, and the evolution of program types on broadcast and cable and the web is traced. This course fulfills a history requirement of the Visual and Performing Arts core requirements, and is strongly recommended for television track minors, ideally taken prior to other courses in the minor.

3 credits

TL 102 Television Drama (H)

The history of dramatic form in the television medium, including early teleplays, the development of the dramatic series, the soap opera, and narrative films for television, is studied. The course covers the unique characteristics of the medium as it applies to drama, the special qualifications and pressures applied to drama for broadcast consumption, and the staging and aesthetic differences between drama for film and drama for television, e.g. different directing and acting technique. The course treats television drama as a viable and substantive genre, not simply a form of popular entertainment. This course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement for the television track of the minor.

3 credits

TL 103 Documentary Television (H)

Nonfiction television is examined in this course, including the groundbreaking traditions of the early network 'white papers' on contemporary societal issues, network news, morning news shows, magazine format programming, performance television (concerts, etc.), and alternative formats. Parallels and differences with film documentary are illustrated and discussed. Roles of the producer, director, interviewer, and editor are analyzed. The course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement for the television track of the minor.

3 credits

TL 104 Television Comedy (H)

Television comedy has its roots and parallels in theater, radio and film, and this course traces the development of the comedic form from the early days of television to the present. Topics include the development of the three-camera format for sitcoms, the rise and fall of variety formats, comedic casts, British imports, late night entertainment, and political comedy. Scripting, camera, lighting and editing techniques are analyzed. The course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement for the television track of the minor.

3 credits

TL 105 Directing for Film and Television (H)

This course explores what a film or television director does, how he/she manipulates and manages the divergent elements of cinema into a coherent whole, and often into a unique and personal vision. The specific tasks of a director are studied from both practical and theoretical perspectives. This course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement for the television track of the minor.

3 credits

TL 106 Art of Editing (H)

The juxtaposition of images and sound, the reaction of an audience to the pace of a scene, the performance of an actor, the collaboration between editor and director, these are the cornerstones of editing. Through many classroom discussions and viewing assignments, we will explore how these topics are expressed within the different genres of film and television. The students' exploration comes to life as they weave together their own stories and scenes. This course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement for the television track of the minor.

3 credits

TL 110 Special Topics in Television (H)

Television topics are offered on a rotating basis each semester. This course fulfills a history requirement of the Visual and Performing Arts core requirements.

3 credits

TL 130 HAM Television Production I (A)

As the first course in the production requirement of the television track minor, this course offers an immediate, intensive, hands-on introduction to the art and technology of creative television production within the structure of Fairfield's HAM Channel. The course emphasizes the technical and aesthetic relationship of television to film production with a primary focus on television as a creative art form. Students receive intensive instruction on creative and aesthetic use of the tools and elements of television: cameras, audio, lighting, editing, set design, and program development, and they participate in a series of projects completed individually and with partners. Students are introduced to the structure and operation of the HAM channel, and participate in the production of a regularly scheduled program that will be aired on the HAM channel during the semester. This course fulfills an applied requirement of the Visual and Performing Arts core requirements.

3 credits

TL 131 Digital Graphics for New Media Film and Television (A)

The digital revolution has arrived for production of television and video. This course introduces the theory and basics of digital graphic design and editing, incorporating 3D graphics, music and sound effects. Nonlinear program and technology such as Media 100, Quantel Editbox, Final Cut Pro, Photoshop, Flash and 3D Studio Max will be studied and mastered. This course fulfills a production requirement for the television track of the minor.

3 credits

TL 230 HAM Television Production II (A)

This course offers an advanced experience of television production and station operations. Students are expected to have completed HAM Television Production I, and assume roles as producers, writers, designers and directors of channel series and specials. Advanced video production is encouraged, including experimental narrative and nonnarrative videography. This course fulfills a production requirement for the television track of the minor.

3 credits

TL 231 Television Internship (A)

In consultation with a faculty member, upper level students may arrange a semester-long internship with one of many television production companies located within Connecticut and the New York metropolitan area. On-site supervision and meetings with the faculty advisor are combined with weekly journal submissions and an assigned paper at the end of the internship. This course fulfills a production requirement for television track of the minor in New Media Film, Television and Radio.

3 credits

RA 101 Art and Language of Radio (H)

An overview of the theoretical, creative and practical world of radio broadcast and production is introduced. The overview traces the development of technology, programming and management of radio and its links to theater, film and television. The future of radio is considered, including digital transmission. This course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement of the radio track of the minor. *3 credits*

RA 102 Radio Drama (H)

Radio has a long history as a medium of drama-unlike theatrical or film or television performance. It rose to prominence in the 1930s, highlighted by the broadcast of Orson Welles' Mercury Theatre on the Air. That history is studied, particularly with respect to its roots in theater and its effects upon television. This course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement of the radio track of the minor. *3 credits*

RA 103 Documentary Radio (H)

News, talk radio, sports and public radio formats are examined in this course, including the history of the medium as a source of information and live event broadcasting. Roles of the producer, director, interviewer, and editor are analyzed. This course fulfills a history requirement of the Visual and Performing Arts core requirements, and a history/theory requirement of the radio track of the minor. *3 credits*

RA 110 Special Topics in Radio (H)

Radio topics are offered on a rotating basis each semester. This course fulfills a history requirement of the Visual and Performing Arts core requirements. *3 credits*

RA 130 Radio Production I (A)

This is the introductory course in radio production. Students learn writing, editing, reporting and production of radio news in studio and field, and produce air-quality newscasts, enterprise reports and documentaries. This course fulfills a production requirement for the television track of the minor. *3 credits*

RA 230 Radio Production II (A)

This course offers an advanced experience of radio operations and broadcast. Special live programming for broadcast on WVOF is produced, and projects for webcasting are included. The course fulfills a production requirement for the television track of the minor. *3 credits*

RA 231 Radio Internship (A)

In consultation with a faculty member, upper level students may arrange a semester-long internship with one of many radio broadcast companies located within Connecticut and the New York metropolitan area. On-site supervision and meetings with the faculty advisor are combined with weekly journal submissions and an assigned paper at the end of the internship. This course fulfills a production requirement for radio track of the minor in New Media Film, Television and Radio. *3 credits*

IV. STUDIO ART

Program Director: Laramée

Faculty: Chamlin, Fitzsimmons, Hobbs, Kniering, LaPorta, Laramée, Mendelsohn, Ruff, Yarrington

The Studio Art Program at Fairfield offers students an opportunity to explore all aspects of the visual arts through a curriculum designed to integrate with and expand upon their liberal arts education. Through a balance of theory, art history, concept development, and studio application, students explore art from the varying perspectives of visual and performance artist, scholar, critic, visionary and technician.

The program emphasizes the development of personal vision through a clear understanding of the processes, structures, dimensions, contexts and concepts of visual language. The course work is designed to help students develop an expertise with media and an understanding of their conceptual and aesthetic relevance. The program includes drawing, painting, printmaking, sculpture, installation, performance, photography and media arts.

Due to its exploratory nature, the Studio Art Program is excellent preparation for students interested in continuing as professional artists (printmakers, painters, photographers, sculptors, media, installation and performance artists), as well as arts administrators, writers of critical art commentary, atelier printers, teachers, and professionals working in art galleries and museums.

The Studio Art Program has a range of goals including:

- Developing intuitive, creative, expressive, and aesthetic faculties, and the ability to connect these with reasoning skills
- Developing perceptual, critical, and conceptual skills
- Cultivating empathy, sensibility, and discernment
- Training and disciplining the body to express individual form, style, and meaning
- Developing knowledge of major artistic achievements in Western and non-Western visual arts
- Communicating knowledge and arguments clearly, concisely, and forcefully, both in written and oral forms
- Cultivating a deep commitment to and curiosity about the intellectual and creative life
- Encouraging students to take advantage of the world-class museums in Connecticut and New York City

The Studio Art Program is divided into three developmental areas: Foundation Studios, Advanced Studios, and Capstone Studios.

The **Foundation Studios** are recommended as a basis for all other studio art courses. They aim to develop formal, technical, expressive, and problem-solving skills. They stress knowledge of modern and contemporary art and provide a survey of artistic disciplines. Through these courses, students begin to investigate visual thinking.

The **Advanced Studios** build upon the foundation studios and focus on a particular discipline, such as sculpture. Students develop a formal vocabulary, visual sensitivity, and manipulative skills. Materials and historical concerns are integral parts of directed and individual investigations.

In the **Capstone Studios**, students pull together the diverse experiences and knowledge they have acquired as studio art majors and focus their newly acquired skills on a specific problem or area of artistic research. In addition to creating this visual work, students read and discuss seminal texts of art theory and probe topics such as postmodernism and the personal and societal values implicit in an artwork. Capstone experiences develop creative autonomy. Students who complete the capstone studios are no longer dependent upon externally supplied assignments; they are able to focus upon artistic questions of their own. These courses are excellent preparation for life after Fairfield.

Students interested in the Studio Art major or minor should consult with the Studio Art Program director before beginning the program. We encourage students to declare the major officially no later than the end of the sophomore year of studies. Transfer credits in Studio Art must be approved by the Studio Program Director. Advanced Placement credits will not be accepted. Evening and intercession courses may not count for the Studio Art major or minor. There is a \$45 laboratory fee for each studio art course. Courses in the Lorenzo de'Medici Program or other study abroad programs must be approved by the Studio Program Director for studio credit for majors and minors.

Students who select the Studio Art Major after September 1, 1999, must satisfy the following requirements for 33 credits (11 courses).

For majors: SA 10, SA 11, SA 12, and SA 13 (Foundation Studios) are prerequisites for advanced studios. In special cases, this might be waived by the Studio Art Program Director.

All four Foundation Studios:

SA 10	Foundation: Interpreting the Self	3 credits
SA 11	Foundation: Structure, Space, and Environment	3 credits
SA 12	Foundation: Drawing	3 credits
SA 13	Foundation: Figure Drawing	3 credits
<i>Subtotal Studio Art credits</i>		<i>12 credits</i>

At least three of the following Advanced Studios:

First Level

SA 130	Painting I	3 credits
SA 131	Printmaking: Intaglio	3 credits
SA 132	Sculpture I	3 credits
SA 133	Photography I	3 credits
SA 134	Printmaking: Screen Printing	3 credits
SA 136	Investigation of Text & Image	3 credits
SA 137	Time Arts	3 credits
SA 138	Digital Arts	3 credits

Second Level

SA 230	Painting II	3 credits
SA 231	Printmaking II	3 credits
SA 232	Sculpture II	3 credits
SA 233	Photography II	3 credits
SA 234	Photography III	3 credits
SA 235	Advanced Drawing	3 credits
<i>Subtotal Studio Art credits</i>		<i>9 credits</i>

Both Capstone Studios:

SA 300	Junior Seminar	3 credits
SA 301	Senior Seminar	3 credits
<i>Subtotal Studio Art credits</i>		<i>6 credits</i>

At least two art history courses: 6 credits
(AH 175 required, AH 10, 11, or 12 is recommended)

Subtotal Studio Art credits 6 credits

Total: 33 credits

Students are encouraged to take more than the 33 credits required for the major. Other possibilities include:

Concept Exploration Electives:

SA 105	Color Workshop	3 credits
SA 106	Experimental Printmaking	3 credits
SA 107	Special Workshop Studios	3 credits

Special Topics Electives:

SA 302	Independent Study	3 credits
SA 304	Studio Internships	3 credits

Students who select the Studio Art Minor after September 1, 1999, must satisfy the following requirements for 18 credits (6 courses).

For minors: SA 10, SA 11, and either SA 12 or SA 13 are prerequisites for the advanced studios. In special cases, this might be waived by the Studio Art Program Director.

Three Foundation Studios:

SA 10, SA 11	6 credits
and either SA 12 or SA 13	3 credits

Two Advanced Studios: 6 credits

A minimum of one course in Art History:
(AH 175, 10, 11 or 12 is recommended) 3 credits

Total: 18 credits

Students who selected the Studio Art major or minor before September 1, 1999, are encouraged to satisfy the new requirements (listed above) but may choose the old requirements listed below.

Previous major requirements (30 credits):

Both: SA 10, 11
At least one from: SA 13, 105, 106, 136, 137

At least three from: SA 12, 107, 130, 131,
132, 133, 134, 230, 231,
232, 233, 235

Both: SA 300, 301
and a minimum of two art history courses

Previous minor requirements (18 credits):

All three: SA 10, 11, 12
At least two from: SA 12, 107, 130, 131,
132, 133, 134, 230, 231,
232, 233, 235

and a minimum of one art history course

FOUNDATION STUDIOS

SA 10 Foundation: Interpreting the Self

This course is designed to develop fundamental studio skills and an understanding of visual thought processes. Emphasis is placed on concepts, contemporary art and theory, and a wide variety of materials and aesthetic categories such as drawing, painting, book arts, sculpture, and installation. Students investigate the ways in which visual thinking can be used to realize an awareness of one's self. Through the themes of line and the self, the course exposes students to the visual languages of both abstraction and representation, and emphasizes the honing of perceptions, the process of selection and organization, and the seemingly constant revision and decision making involved in art making. The foundation courses are recommended as a basis for all other studio art courses. Typically offered both semesters. (Formerly listed as SA 100) 3 credits

SA 11 Foundation: Structure, Space and Environment

This course is designed to develop fundamental studio skills and an understanding of visual thought processes. Emphasis is placed on concepts, contemporary art and theory, and a wide variety of materials and aesthetic categories including drawing, collage, photography and photographic transfers, sculptural construction and installation. Students investigate the ways in which visual thinking can be used to realize an awareness of the world outside oneself. Through the themes of space and the world, the course exposes students to the visual languages of both abstraction and representation, and emphasize the honing of perceptions, the process of selection, organization, and the seemingly constant revision and decision making involved in art making. Over the semester, we define the world in many ways, but most generally the term describes that which is not the self. The foundation courses are recommended as a basis for all other studio art courses. Typically offered both semesters. (Formerly listed as SA 102) 3 credits

SA 12 Foundation: Drawing

This course focuses on the act of seeing and its intimate connection with mark-making. Experiences are designed to develop observational, expressive and conceptual skills. Students explore the formal elements of drawing, such as line, value, composition, and form, and how they can be used to express an awareness of one's self and of the world around one. A variety of materials and processes are explored through in and out-of-class projects. Students participate in critiques of these projects and, through writing and speaking, develop a language of aesthetic awareness and a sense of artistic quality. Typically offered both semesters. (Formerly listed as SA 120) 3 credits

SA 13 Foundation: Figure Drawing

This course is an introduction to drawing from the human figure using a wide variety of media and techniques. Emphasis is placed on understanding, interpretation and expressive use of the figure in contemporary studio practice. Proportion and form are discovered through line, value, perspective, anatomical studies, and analysis of structure. Students participate in critiques of their projects and, through writing and speaking, develop a language of aesthetic awareness and a sense of artistic quality. Typically offered fall semester. (Formerly listed as SA 111) 3 credits

CONCEPT EXPLORATION ELECTIVES

SA 105 Color Workshop

This course is an investigation of fundamental color theory through studio projects using contemporary and art historical references. Students focus on the development and exploration of ideas using a variety of color media. Students study the practical mixing and application of pigments. Perception, visual awareness, sensitivity, attitude, and judgment are all stressed. Typically offered fall semester. (Formerly listed as SA 110) *3 credits*

SA 106 Experimental Printmaking

An experimental approach to the intaglio process through collagraphs, large-scale color monotypes, and collage. Growth of imagery and technique as well as an emphasis on context is encouraged through the medium. Typically offered every spring semester. (Formerly listed as SA 112) *3 credits*

SA 107 Special Workshop Studios

This course focuses on diversity in contemporary studio practice through the unique approaches of faculty and/or visiting artists. Projects, lectures and critiques are scheduled in this cross-disciplinary course. Offerings may include: Multiculturalism in the Arts; Materials & Techniques; Land, Landscape and Environmental Arts; Art, Science and Technology; New York Experience: Museums, Galleries and Artists Studios; Public Art and Community Based Art; Experimental Photography, Imaging and Printing Techniques; Performance Art & Sound Art; Interactive Media and Web-based Art. *3 credits*

Note: To enroll in any studio art course numbered SA 130 or higher, students are advised to complete at least one of the introductory courses: SA 10, 11, 12, or 13.

ADVANCED STUDIOS

FIRST LEVEL

SA 130 Painting I

This course is an introduction to the methods, techniques, and language of oil painting. Students explore principles of color, construction, paint handling, delineation of form and space, light and shadow, surface, texture, and composition. Students paint primarily from observation and employ both representational and abstract modes. Materials and historical concerns are integral parts of directed and individual investigations. SA 12 is highly recommended as a basis for this course. Typically offered both semesters. (Formerly listed as SA 121) *3 credits*

SA 131 Printmaking: Intaglio

This course focuses on the processes, issues, and concepts of intaglio printmaking, such as photocopy transfers, monotypes, line etching, aquatint, and color printing. Historical and contemporary issues are introduced as they pertain to personal vision and the poetic and practical aspects of printmaking. SA 12 is highly recommended as a basis for this course. Typically offered fall semester. (Formerly listed as SA 122) *3 credits*

SA 132 Sculpture I

An introduction to three-dimensional form and space. A broad-spectrum studio encompassing the diversity of contemporary sculptural activities, including objects, installations, and site work. Specific concepts presented by the instructor are investigated using a variety of materials including wood, metal, plaster, plastics, and fabric. Either SA 10 or SA 11 is highly recommended as a basis for this course. Typically offered both semesters. (Formerly listed as SA 123) *3 credits*

SA 133 Photography I

Basic techniques of black-and-white photography, including negative exposure, film development and print production. Development of concepts and theory in photography; relationship of photography to other visual media and study of both historical and contemporary precedents. Either SA 10 or SA 11 is highly recommended as a basis for this course. Typically offered both semesters. (Formerly listed as SA 124) *3 credits*

SA 134 Printmaking: Screen Printing

This course focuses on the processes, issues, and concepts of screen printing, such as computer imaging, mark-making, and color printing. Historical and contemporary issues are introduced as they pertain to personal vision and the poetic and practical aspects of printmaking. SA 12 is highly recommended as a basis for this course. Typically offered spring semester. (Formerly listed as SA 122) *3 credits*

SA 136 Investigation of Text and Image

How does visual language differ from written language? How do they interact? These and related issues concerning the nature of visual and written language are considered within the context of this introductory studio class. The goals of this course are twofold: 1) to introduce students to the working methods and thought processes of independent artists, and 2) to engage students in a dialogue with contemporary artistic, social, and natural and/or political issues under the tutelage of a practicing artist. Either SA 10 or SA 11 is highly recommended as a basis for this course. Typically offered every other spring semester. (Formerly listed as SA 113) *3 credits*

SA 137 Time Arts

This course uses a wide variety of media to develop and present performance and installation art. Emphasis is on interconnections with video, computer, telecommunications, photography, film, live performance, music and sound. Either SA 10 or SA 11 is highly recommended as a basis for this course. Typically offered every other spring semester. (Formerly listed as SA 114) *3 credits*

SA 138 Digital Arts

This course is designed to develop a sense of computer literacy using IBM and Macintosh systems, and to acquaint students with using graphics software to develop self-expression as an artist. Critical discourse is a key element to the structure of the course in examining some of the principles of visual literacy that are encountered in photography, video, animation and the Internet. *3 credits*

SECOND LEVEL

CAPSTONE STUDIOS

SA 230 Painting II

This course builds on the experience of Painting I and stresses fluency in paint and the advanced development of technical and expressive skills. Focus is on the generation of ideas as a central component in the process of painting. Individual direction is developed in consultation with the instructor. Individual and group criticism. Typically offered spring semester. (Prerequisite: SA 130) (Formerly listed as SA 221) *3 credits*

SA 231 Printmaking II

Focus is on the development of technical and conceptual skills as a central component in the process of printmaking, with an emphasis on developing individual direction through studio work, drawing, writing, and research. Exploration of intaglio, silkscreen and painterly methods of monoprinting. Typically offered fall semester. (Prerequisite: SA 131) (Formerly listed as SA 222) *3 credits*

SA 232 Sculpture II

This course builds on the experience of Sculpture I and stresses the advanced development of technical and expressive skills. Focus is on the generation of ideas as a central component in sculpture. Individual direction is developed in consultation with the instructor. Individual and group criticism. Typically offered spring semester. (Prerequisite: SA 132) (Formerly listed as SA 223) *3 credits*

SA 233 Photography II

This course is designed to build upon the fundamentals of black-and-white photography. Advanced exposure controls are covered as well as an introduction to shooting color transparencies and exploration of mural-size format and mixed media techniques. Emphasis is given to the generation of ideas as the central component in the process of photography. Typically offered spring semester. (Prerequisite: SA 133) (Formerly listed as SA 224) *3 credits*

SA 235 Advanced Drawing

This course builds upon the experience of Foundation: Drawing and stresses advanced development of skills. Focus is on the generation of ideas as a central component in the process of drawing. Emphasis is on individual direction and inventive drawing through studio projects developed in consultation with the instructor. Individual and group criticism. Typically offered spring semester. (Prerequisite: SA 12) (Formerly listed as SA 220) *3 credits*

SA 300 Junior Seminar

The Junior Seminar is open only to juniors majoring in Studio Art. Students develop a unique body of work representative of their explorations, discoveries, and development. Readings and discussions of contemporary and art historical issues are a regular part of the course work. Visiting artists and critics are a feature of the class. Students participate in collaborative and solo exhibitions. Spring semester only. *3 credits*

SA 301 Senior Seminar

The Senior Seminar is open only to seniors majoring in Studio Art. Students continue to develop a unique body of work representative of their explorations, discoveries, and development. Readings and discussions of contemporary and art historical issues continue to be a regular part of the course work. Visiting artists and critics are a feature of the class. Students participate in collaborative and solo exhibitions. Spring semester only. *3 credits*

SPECIAL TOPICS ELECTIVES

SA 302 Independent Study

By arrangement with studio faculty, juniors and seniors may choose to work independently on specific studio projects. Progress is reviewed through individual critiques. Readings and discussions of contemporary and art historical issues are a regular part of the course. Independent studies must be finalized with the studio program director by the midpoint of the preceding semester. *3 credits*

SA 304 Studio Internships

An opportunity for students who have completed at least three studio courses and whose academic work has prepared them for professional work related to the major. With faculty sponsorship and departmental approval, students may design internships as studio assistants to professional artists or work in museums, galleries, or professional print shops in the metropolitan and regional areas. Internships are developed by the student in consultation with the supervising professor. Internships must be finalized with the studio program director by the midpoint of the preceding semester. *3 credits*

V. THEATRE

Program Director: Porter

Faculty: Brailoff, Brown, Haggstrom, LoMonaco, Parady, Roth

The theatre program at Fairfield offers students a liberal arts education balanced between the theoretical and practical aspects of the discipline. When you finish a major or minor concentration in theatre, you will know how to put on a show from conception through strike and will have a broad, liberal education. You will have had the benefit of instruction from theatre professionals in acting, dance, design, directing, playwrighting, production, and stagecraft, and will have studied with teachers specializing in the history, literature, and criticism of the stage.

A highlight of the theatre program is Festival, the bi-annual showcase of new plays that are written, acted, directed, and designed by students. Festival and New Works Festival, which are presented in alternate years, are the culmination of a full year of performance by Theatre Fairfield, the production wing of the program. Theatre Fairfield's season of professionally directed and designed plays and musicals, as well as Festival, is selected each year by students and faculty.

Recent productions have included Shakespeare's *Henry IV, Part I*; *Lend me a Tenor* by Ken Ludwig; the rock-musical *Hair*; Lillian Hellman's *The Children's Hour*; two one-acts, *Miss Julie* and *Creditors* by August Strindberg; and John Guare's contemporary comedy, *The House of Blue Leaves*. We also have our own improvisation company, *On The Spot*, which performs regularly throughout Theatre Fairfield's season. Participation in Theatre Fairfield productions is open to all students at the University, regardless of major or minor.

In our attempt to make students well-rounded theatre people, we emphasize the development of good communication skills, which are essential to work in the theatre as well as to all aspects of life. Courses equally stress the development of written, verbal, and artistic abilities. We also advocate double majors and/or minors with other academic disciplines such as English, Psychology, History, Philosophy, and Modern Languages.

Due to the interdisciplinary nature of this program, undergraduate education in theatre is excellent preparation for a career in public relations, communications, advertising, writing or publishing, marketing, education, public service, and law, as well as all facets of the theatre industry.



Students interested in a Major or Minor concentration in Theatre should consult with theatre faculty before beginning the program.

All students participating in Theatre Fairfield productions will earn one credit per show for either performance (TA 94 Theatre Fairfield Performance Practicum), or production (TA 95 Theatre Fairfield Production Practicum). Theatre Majors must earn a total of 3 credits of either/or TA 94 and TA 95 each academic year. Theatre Minors must earn a total of 2 credits of either/or TA 94 and TA 95 each academic year.

All Visual and Performing Arts majors concentrating in Theatre are required to take 33 credits as follows:

TA 10	Introduction to the Performing Arts	3 credits
TA 30	Fundamentals of Acting	3 credits
TA 50	Fundamentals of Technical Production	3 credits
TA 110	History of Theatre I	3 credits
TA 111	History of Theatre II	3 credits
TA 150	Stagecraft I	3 credits
TA 155	Rendering and Drafting for the Theatre	3 credits
TA 255	Advanced Theatre Design	3 credits
TA 310	Technique & Theory of Production	3 credits

A minimum of one additional course in Dramatic Literature	3 credits
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Visual and Performing Arts

We strongly recommend one of the following:

EN 255	Shakespeare
EN 355	Shakespeare I: The Elizabethan Age
EN 356	Shakespeare II: The Jacobean Age
TA 120	American Drama
TA 121	Modern European Theatre

A minimum of one additional course chosen from the following: 3 credits

TA 130	Acting II
TA 153	Makeup and Costume Construction
TA 158	Scene Painting
TA 240	Technique & Art in Directing

TOTAL **33 credits**

All Theatre minors are required to take 18 credits as follows:

TA 10	Introduction to the Performing Arts	3 credits
TA 11	Introduction to Theatre	3 credits
TA 30	Fundamentals of Acting	3 credits
TA 95	Fundamentals of Technical Production	3 credits
TA 150	Stagecraft I	3 credits

A minimum of one course in one of the three areas below: 3 credits

History and Theory
Dramatic Literature
Playwrighting

TOTAL **18 credits**

**Curriculum categories for
Visual and Performing Arts/Theatre**

History and Theory

TA 10	Introduction to the Performing Arts
TA 110	History of Theatre I
TA 111	History of Theatre II
TA 300	Special Topics Seminars
TA 310	Technique and Theory of Production

Literature

TA 120	American Drama
TA 121	Modern European Theatre
EN 255	Shakespeare
EN 355	Shakespeare I: The Elizabethan Age
EN 356	Shakespeare II: The Jacobean Age

Playwrighting

EN/W 304	Creative Writing: Drama
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Performance

TA 11	Introduction to Theatre
TA 30	Fundamentals of Acting
TA 94	Theatre Fairfield Performance Practicum
TA 130	Acting II
TA 135	Modern and Contemporary Dance
TA 136	Introduction to Jazz Dance
TA 137	Dance in Musical Theatre
TA 138	Folk and Social Dance
TA 300	Special Topics: Advanced Acting; Scene Study; Characterization

Direction

TA 240	Technique and Art in Directing
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Design and Technology

TA 95	Theatre Fairfield Production Practicum
TA 150	Stagecraft I
TA 153	Makeup and Costume Construction
TA 155	Rendering and Drafting for the Theatre
TA 158	Scene Painting
TA 255	Advanced Theatre Design
TA 290	Stage Management

Internships and Independent Studies

TA 395	Internship
TA 399	Independent Study

Course Descriptions

(A) = Applied Theatre
(H) = Theatre History

TA 10 Introduction to the Performing Arts (H)

Introduction to the Performing Arts introduces you to the world of performance including theatre, film, rock concerts, musicals, dance, puppetry, circus, and performance art, by exploring the many facets of the theatrical experience. This course is strongly recommended for non-majors, students interested in fulfilling a Visual and Performing Arts core requirement, and for those considering a major or minor in Visual and Performing Arts/Theatre. 3 credits

TA 11 Introduction to Theatre (A)

Everyone thinks she/he knows all about actors, but what does the actor really do to prepare for a role? If the audience bursts into applause as soon as the curtain goes up, does that mean they are seeing a good scenic design-one that really serves the production-or is it just a pretty looking set? Directors have an important title, but what do they really do? All of these, and other questions about producers, designers, critics, and audiences are addressed in Introduction to Theatre where students not only talk about these critical jobs, but also have the chance to perform them. This course is strongly recommended for non-majors, students interested in fulfilling a Visual and Performing Arts core requirement, and for those considering a minor in Visual and Performing Arts/Theatre. 3 credits

TA 30 Fundamentals of Acting (A)

This course provides a firm grounding in the use of voice and body for actors and others who wish to develop their communication skills. Most classes are interactive workshops that focus on freeing, developing, and strengthening the voice and body using techniques derived from Linklater, Berry, Feldenkrais, and Alexander as well as from dance, yoga and martial arts. Students learn exercises for relaxation and stress reduction as well as proper breathing, centering, and stance. Other exercises are devoted to using speech and movement towards creative expression in improvisatory and prepared performance. This class is strongly recommended for people wishing to improve their communication, artistic, and/or presentation skills while fulfilling a Visual and Performing Arts requirement. It is also a mandatory prerequisite for all upper level acting classes. *3 credits*

TA 50 Fundamentals of Technical Production (A)

This class is devoted to the rudiments of the theatrical production. Topics include stage management, props building and acquisition, basic costume construction, wardrobe management, lighting implementation, sound and light board operation, and box office and front-of-house management. *3 credits*

TA 94 Theatre Fairfield Performance Practicum (A)

Students gain first-hand training in the art of performance under the guidance of theatre professionals. Everyone cast in a Theatre Fairfield production is automatically enrolled in this one-credit practicum; students may not enroll on their own. This course, in conjunction with TA 95, may be used towards the fulfillment of one Visual and Performing Arts applied course requirement when 3 credits are accrued. This course also may be repeated for elective credit. *1 credit*

TA 95 Theatre Fairfield Production Practicum (A)

Students gain first-hand training in the art of theatre production under the guidance of theatre professionals. Everyone working on a crew of a Theatre Fairfield production is automatically enrolled in this one-credit practicum. Students MAY elect to enroll in this practicum during registration; they should then consult with theatre faculty regarding placement in stage management, technical, or front-of-house duties. This course, in conjunction with TA 94, may be used towards the fulfillment of one Visual and Performing Arts applied course requirement when 3 credits are accrued. This course also may be repeated for elective credit. *1 credit*

TA 110 History of Theatre I (H)

A survey of theatre and performance (dance, pageantry, spectacle, and popular entertainments) as a mirror of the people and times that shaped them. As such, theatre serves as a vehicle to consider the social, political, and economic forces that shaped societies and their entertainments. This course begins with a consideration of the human need for mimesis and entertainment and swiftly moves into the 5th-Century B.C. and the golden age of Greek drama. Other topics include Roman theatre, medieval religious drama, Japanese theatre, Renaissance spectacle and pageantry, censorship, the advent of women on the stage, and popular theatre forms through the 18th-century. Theatre trips are included. *3 credits*

TA 111 History of Theatre II (H)

Nineteenth and twentieth century theatre and performance (ballet, modern, and post-modern dance, "happening," musical comedy) are studied in the context of the people and societies that shaped them. This course begins by examining the impact of technology on the theatrical world and continues to the present day with a consideration of the avante-garde and contemporary forms such as "performance art." Theatre trips are included. NOTE: TA 110-111 may be taken as a full-year course or as two separate courses. *3 credits*

TA 120 American Drama (H)

The development of American theatre from the 18th through the 20th centuries. Study and analysis of the special problems affecting the development and changes in American society as seen through American playwriting and theatre production. This course fulfills a U.S. Diversity requirement. *3 credits*

TA 121 Modern European Theatre (H)

An analysis of the content, form, and style of Europe's most prominent 20th century playwrights. A study of their influence on the development of drama to evaluate their relevance to the contemporary scene. Play readings from Ibsen to Pinter. *3 credits*

TA 130 Acting II (A)

This class explores the art of acting from practical, theoretical, and historical perspectives. Classwork includes movement, voice and sound, focus, observation, how to read and interpret scripts, and characterization in interactive workshops that culminate in classroom performances. Other sessions are devoted to an historical overview of the discipline and a consideration of the work of major practitioners and theoreticians. (Prerequisite: TA 30 or the permission of the director of the theatre program.) *3 credits*

TA 135 Modern and Contemporary Dance (A)

This course explores the movement principles of the major dance figures in the 20th century, including Martha Graham, Doris Humphrey, Hanya Holm, Jose Limon, and Merce Cunningham. Research, compositional assignments and structured improvisations are given to support the classroom activity. Overall, students gain an historical perspective of modern dance as an art form as well as improve their own dance technique in terms of strength, alignment and flexibility. *3 credits*

TA 136 Introduction to Jazz Dance (A)

This course combines dance technique and a historical survey of jazz dance. We explore jazz dance origins from African and European traditions, their manifestation in the United States through slavery, minstrel shows and vaudeville, and the development of style through the influences of tap, ballet and modern dance. Research, compositional assignments and structured improvisations are given to support the classroom activity. *3 credits*

TA 137 Dance in Musical Theatre (A)

This course explores dance for the popular stage in America. Through our investigation of well-known musicals such as *West Side Story*, *Grease*, *Guys and Dolls*, and *Oklahoma!* students understand how each musical requires its specific idiom of movement, and how styles, trends and traditions affect theatre choreography. The student learns the components within an effective musical theatre number as well as gain strength, flexibility and proficiency in technique. Research, compositional assignments and structured improvisations are given to support classroom activity. *3 credits*

TA 138 Folk and Social Dance (A)

This course explores dance as social interaction and communal activity. We discuss and participate in various kinds of folk dances originating from different ethnic cultures and explore their common roots in primitive rituals, religious worship, courtship, recreation, celebration and therapeutic or healing experiences. Contemporary forms of ballroom, disco and club dancing are also explored. Research, compositional assignments and structured improvisations are given to support classroom activity. *3 credits*

TA 150 Stagecraft I (A)

An introduction to the technical aspects of theatre production. Historical overview of the physical stage from its beginnings to the present, including the use of scenery, lighting, and design. Students learn basic techniques of set construction and rigging, lighting, and electronics for today's theatre. All students are required to participate in construction and rigging for Theatre Fairfield. *3 credits*

TA 153 Makeup and Costume Construction (A)

This workshop introduces the basic principles, skills, and techniques of applying theatrical makeup and building costumes. The makeup portion of the course explores two- and three-dimensional makeup techniques including corrective makeup, age makeup, facial hair, and prosthetic makeup. The costume portion of the course focuses on hand and machine sewing techniques, fabrics and fabric modification, and garment construction. Research and script analysis are emphasized. *3 credits*

TA 155 Rendering and Drafting for the Theatre (A)

A practical course designed to introduce the student to the graphic skills of the theatre artist (drawing, painting, drafting, rendering, model making) and the elements of design. Play analysis for the designer is emphasized, with an investigation into the communicative properties of visual images. *3 credits*

TA 158 Scene Painting (A)

This workshop introduces the basic principles, skills, and techniques of the scenic artist. Through a series of painting projects the student explores common painting techniques, including marble, brick, wood, and wallpaper. Special attention is given to matching the paint project to the paint elevation. Each student is also a member of the paint crew for a Theatre Fairfield production. This project emphasizes craftsmanship and the ability to work as part of a team, in addition to dealing with the time factors of actual production. Research into various techniques, styles, and visual textures supplements hands-on work in the class. *3 credits*

TA 240 Technique and Art in Directing (A)

This is a course for advanced students in the theory, practice, and history of directing for the theatre. The class is conducted as a workshop/seminar with students exploring the various ways of bringing a playscript from conception to full production. Included are sessions in text analysis, working with actors and designers, and the role and responsibility of the director to the overall production. Each student directs several in-class scenes and a one-act play that gets produced in Director's Cut as part of Theatre Fairfield's season, as a final project. (Prerequisite: TA 130 or other formal acting training. See instructor for details.) *3 credits*

TA 255 Advanced Theatre Design (A)

Scenic, costume and lighting design are covered in this practical course designed to foster the development of visual communication skills, play analysis skills and a sensitivity to the communicative properties of visual images. Concept development and creative research are emphasized. (Prerequisite: TA 155 or permission of the instructor.) *3 credits*

TA 265 Puppetry (A)

A comprehensive exploration into the world of puppetry. Puppetry forms from around the world, including Western and Eastern European, Japanese Bunraku, Chinese Puppet Theatre, Javanese Wayang Kulit Shadow Theatre and American puppet theatre forms are studied to provide the student with an historical perspective. Course work includes text construction, performance techniques and puppet performance. This course provides insight into the world of contemporary puppet theatre for adults as well as children. It is open to all students, especially Visual and Performing Arts and Education Majors. *3 credits*

TA 290 Stage Management (A)

The stage manager is responsible for the smooth running of rehearsals and performances, both on stage and backstage. This course explores the principles, needs, and organizational requirements of stage management, including scheduling and running auditions, rehearsals, technical rehearsals, and performances. Attention is given to the proper paperwork needed for clear communication between members of the production team, the promptbook, backstage safety, and personnel management skills. *3 credits*

TA 300 Special Topics (H/A)

An offering for in-depth study of a specific problem, period or style of acting, dance or other aspects of production conducted by a leading scholar/practitioner in the field. Open to selected students. *3 credits*

TA 310 Technique and Theory of Production (H)

An in-depth exploration of theatre aesthetics and production theory and practice through the study and analysis of the writings and work of such major figures as Antonin Artaud, Peter Brook, Harold Clurman, Edward Gordon Craig, Robert Edmond Jones, Jerzy Grotowski, and Susan Sontag. Students consider what theatre is, can, and should be while studying varying perspectives on theatrical design, directing, and staging practices as well as contemporary theatre management and administration. The class culminates in group projects which present detailed production books for a selected classic play that include a consideration of style, period, point of view, historical precedent, acting, directing, design, venue, and budget. This is the capstone class for theatre majors but other interested students with sufficient background are welcome. *3 credits*

TA 395 Theatre Internship (A)

With faculty sponsorship and departmental approval, students may develop internships as assistants to professional theatre designers and managers or with professional theatres, studios and production companies in the regional/metropolitan area. Internships are also available in the organizational and management areas of Theatre Fairfield, the Visual and Performing Arts Department's theatrical production company. Students interested in becoming interns must consult with Theatre faculty well in advance of the desired internship semester. (Formerly listed as FA 310) *3 credits*

TA 399 Independent Study (H/A)

Usually open only to students concentrating or minoring in Theatre, this course allows a student to intensively explore either Stage Management Design or Directing under the guidance of a faculty member. Students must have the approval of the theatre faculty before registering for this course. (Formerly listed as FA 300) *3 credits*

Cross-Listed Courses in Fine Arts

Inasmuch as the perspectives conveyed by the Visual and Performing Arts stretch beyond disciplinary boundaries to enhance understanding in other fields, the department cross-lists a few of its courses with other disciplines or programs. Such courses carry the Fine Arts (FA) designation. While FA courses do not satisfy Visual and Performing Arts major or minor requirements, they do count toward the general education core requirement in the arts.

FA 110 Introduction to Russian Culture

This interdisciplinary course provides a comprehensive introduction to Russian civilization seen through the lens of visual expression and performance. Students revisit Russian painting, architecture, dance, music and film at pivotal historical junctures. Our ultimate destination is to comprehend the underlying ideologies of orthodoxy, autocracy, totalitarianism and perestroika. Images serve as our principle gateways to the deeply religious cultural imagination that has never experienced Renaissance and Reformation. Critical examination of extensive Western and Eastern influences explains the creation of native Russian aesthetic and ideology by way of adaptation, accommodation and transformation of multicultural and multiethnic input. (Cross-listed under Russian and East European Studies as RES 110. Students are not permitted to take this course under both designations.) *3 credits*

FA 345 Representations

This course focuses on "ways of seeing" and the "gaze" which are constructed and maintained in contemporary culture within the concept of representation. The course is balanced on the margins of textual and visual materials (paintings and films), and has an interdisciplinary theoretical base. We focus upon notions of realism and the politics of realism (or between traditional ways of seeing and deconstructed ways of seeing). By reading theoretical tracts on the "ways of seeing" and by using films and art slides to test these theoretical materials, we critique contemporary notions of "seeing" and "being seen." (Prerequisite: AH 10, 11 or 12) (Cross-listed under English as EN 345. Students are not permitted to take this course under both designations.) *3 credits*

Program in

Women's Studies

Directors: O'Driscoll (*English*), Rodrigues (*Sociology and Anthropology*)

Coordinating Faculty: S. Abbott (*Sociology and Anthropology*); Garvey, Petrino, Rajan, M. Regan, Tomlinson (*English*); Hohl, Li (*History*); L. Katz (*Business Law*); Weeks (*Politics*)

Contributing Faculty: Anderson, Hodgson, Penczer (*Sociology and Anthropology*); Boquet, Bridgford, Epstein (*English*); Bucki (*History*); Crabtree (*Communication*); Dallavalle, Dreyer, Umansky (*Religious Studies*); K. Dykeman, T. Dykeman (*Philosophy*); Fleitas (*Nursing*); Hill, Sourieau (*Modern Languages and Literatures*); Marie-Daly (*Applied Ethics*); Nantz (*Economics*); Nash (*Music*)

Women's Studies is an interdisciplinary program that focuses on two levels of inquiry, the theoretical and the experiential. Women's Studies demonstrates the ways in which cultural assumptions about gender influence the development of personal identity and public roles that consequently affect all social and political structures. By examining women's contributions in such fields as social science, natural science, the arts, business and literature, the goal of the Women's Studies minor is to explore the experience of women of all cultures and socioeconomic backgrounds. The program allows female and male students to focus on issues of diversity and alternative perspectives.

The 18-credit minor in Women's Studies requires completion of:

1. Five courses, three of which must be gender focused, and two others, which may be gender focused or gender-component courses. These five courses must include one of the following:

EN 338 Gender Theory
 HI 245 Feminism in America
 PO 119 Introduction to Feminist Thought
 PO 320 Seminar in Feminist Theory
 SO 167 Contemporary Media: Race and Gender
 SO 169 Women: Work and Sport

2. A capstone seminar (WS 301), to be taken after the other five courses have been completed.



Courses must be chosen from a variety of fields and disciplines. At least one of the five courses must deal with issues of race, class, and ethnicity as well as gender.

A list of gender-focused and gender-component courses is available from the program director.

Gender-focused classes are composed wholly of women's issues; in **gender-component** classes, at least one-third of the material deals with women's studies issues.

Courses taken to fulfill Arts and Sciences core requirements may be used to fulfill requirements for the minor with the permission of the program director.

Courses available for the Women's Studies minor:

(*indicates gender-component course)

Applied Ethics

- AE 271 Reflections on Earth
- AE/EV 283 Environmental Justice
- AE 297 Ecofeminism
- AE 298 Ethics from a Feminist Perspective

Business

- BU 325 Law, Women, and Work

Communication

- CO 236 Women and Mass Media

Economics

- EC 114 Economics of Race, Class, and Gender in the American Workplace

English

- EN 289 Modern Women Writers
- EN 335 Gender and Sexuality in Film and Literature
- EN 338 Seminar: Gender Theory
- EN 340 Seminar on Alice Walker
- EN 346 The Woman Question: Early Feminism and Nineteenth-Century Literature
- EN 348 Contemporary Women Writers of Color
- EN 351* Writing the Immigrant Experience
- EN 353 Gender and Western Values: Literature of Early Modern Europe
- EN 354 Love, Gender, Spirituality: Literature of Early Modern England
- EN 357 All About Eve
- EN 367* Victorian Poetry and Poetics
- EN 371 African-American Women's Writing
- EN 385 The New Woman in American and British Literature, 1900-1930
- EN 392 Women Writers in New York City
- EN 398 Women and Fiction: An International Perspective
- EN/W 309 Topics and Techniques for Women Writers

History

- HI 245 Feminism in America
- HI 246 Excellent Women, Deviant Women
- HI 258* Working People in Nineteenth-Century America
- HI 259* Working People in Twentieth-Century America
- HI 263 Inventing Themselves: African-American Women
- HI 366 Gender, Culture, and Representation: Women in China and Japan

Modern Languages and Literatures

- FR 305 French and Francophone Women Writers
- SP 287* U.S. Latino/a Literature

Music

- MU 125 Women in Music

Nursing

- NS 225 Women's Health

Philosophy

- PH 270 Women Philosophers
- PH 294* American Philosophy

Politics

- PO 119 Intro to Feminist Thought
- PO 220 Seminar in Feminist Theory

Religious Studies

- RS 203 Women in Judaism
 RS 204 Voices of Medieval Women
 RS 237 Christian Feminist Theology

Sociology and Anthropology

- AY 168 Women and Men: The Anthropology of Gender
 SO 142* Sociology of the Family
 SO 144 Sociology of Sexuality
 SO 162* Race, Gender, and Ethnic Relations
 SO 167 Contemporary Media: Race and Gender
 SO 169 Women: Work and Sport

Women's Studies

- WS 101 Women: Feminism, Gender, and Everyday Life
 WS 299 Women's Studies Internship
 WS 301 Women's Studies Capstone Seminar
 WS 399 Women's Studies Independent Study

WS 101 Women: Feminism, Gender, and Everyday Life

Gender – whether we're women or men, whether we're expected to behave in a "masculine" or "feminine" fashion – affects many basic issues of all of our lives: this course identifies some of those issues and helps students to develop a critical analysis. What is gender? How does it shape our daily lives, from what we wear to what we watch on TV? This course gives students an understanding of how everyday concerns are affected by gender, and provides a number of different approaches that help to explain them. Students need no prior familiarity with gender or feminist studies. *3 credits*

WS 299 Women's Studies Internship

The internship program allows students to gain on-site experience that can be related to the discipline of Women's Studies. Internships are offered in the areas of health, publishing, communications, politics, and many other fields. Students must consult the Program Director for a list of internship opportunities before registering for an internship. Students are guided by faculty supervision in integrating their experiences with the intellectual foundation acquired in their academic courses. *3 credits*

WS 301 Women's Studies Capstone Seminar

This is the final course in the minor sequence, to be taken in the student's junior or senior year after the other five courses have been completed. The goal of this course is to integrate feminist approaches across the disciplines, emphasizing the relationship between theory and practice. Open to seniors only, or juniors with the permission of the program director. *3 credits*

WS 399 Women's Studies Independent Study

By arrangement with Women's Studies faculty, students may choose to work independently on special topics. See the program director for details. *3 credits*

Charles F. Dolan

School of Business

Following page: Dr. Norman A. Solomon, dean of the Charles F. Dolan School of Business



A Message from the Dean's Office

Excellence is what the business community demands of its leaders and this is what drives the activities of the Charles F. Dolan School of Business at Fairfield University. Our high quality was recognized in 1997 when AACSB International - The Association to Advance Collegiate Schools of Business accredited our undergraduate (B.S.) and graduate degree (M.B.A., M.S.) programs. Only 25% of all business schools are so recognized.

We have achieved this recognition because of the success that we have had in educating undergraduate and graduate students to be successful and responsible business leaders dedicated to pursuing excellence. In doing so we focus on being a worldwide leader in business curriculum innovation. In our graduate programs we focus on teaching current best practices for solutions to business problems within the context of a rigorous conceptual framework. We partner with our stakeholders in the business community to provide our programs in a technologically advanced active learning environment. Our active learning environment brings actual organizational problems into the classroom and puts students into actual organizational settings. This approach enables us to create a seamless learning environment that builds on our faculty's excellence in their respective academic disciplines and that also builds on the average of ten years of business experience each faculty member has in his or her field. Students graduating from the Charles F. Dolan School of Business are thus equipped with state-of-the-art knowledge in current business concepts and practices. Our top-notch programs and faculty are appropriately housed in a building dedicated to the Charles F. Dolan School of Business. The educational facilities available to students in this building and on the entire campus are second to none!

This exciting business learning environment is enhanced by our key geographic location that puts us in close contact with the more than forty Fortune 500 headquarters located within fifty miles of Fairfield and the close to one-hundred Fortune 500 headquarters located in New York City and lower Westchester County. We also benefit from Fairfield County's hosting the largest concentration of U.S. headquarters of foreign multinational corporations.

Because we are so highly regarded by the business community each year the School plays host to numerous high level executives - many of them alumni - who visit our classes and share their expertise with our students. Our business degree can be a passport to success in the job market. Our students are widely sought after by top firms upon graduation.

We believe that The Charles F. Dolan School of Business at Fairfield University offers you a tremendous opportunity to do your undergraduate and graduate business education in a unique academic and professional environment. We look forward to welcoming you!



Norman A. Solomon, Ph.D.
Dean, Dolan School of Business

Charles F. Dolan School of Business

Dean: Norman A. Solomon, Ph.D.

Associate Dean: Bharat Bhalla, Ph.D.

Assistant Dean and Director of Undergraduate Students: Aaron Seymour

Department Chair of Accounting: McDevitt

Department Chair of Finance: Koutmos

Department Chair of Information Systems and Operations Management: G. Campbell

Department Chair of Management: Katz

Department Chair of Marketing: Chaudhuri

Director of MBA, Program in Public Accounting: Caster

Director of Research: Bradford

Director of International Studies: Kidd

Students in the Dolan School of Business take the general education core curriculum required of all undergraduate students, thus ensuring that they receive a broad knowledge of the humanities, mathematics, social sciences, and natural sciences. In addition, students take a business core curriculum of subjects that provide an introduction to the fields of accounting, statistics, legal environment of business, business ethics, computer-based information systems, as well as a unique, three-course sequence emphasizing the important elements and the interdisciplinary relationships of organizational behavior, production and operations, finance, marketing and international business with emphasis on policy and strategic development, particularly in the international setting. The courses create an understanding of the interrelationships of the functional areas in the management of the firm.

The balance of the program will depend on the major - accounting, finance, information systems, management, marketing, or international business in the International Studies program - but in every case, it will be a tailor-made program designed jointly by the student and a faculty advisor. Minors are available to all students in the University in finance, information systems, management, marketing, international business, business law and ethics, and operations management.

All members of the business faculty have substantial business experience, which makes them invaluable guides in the choice of a course of study that will further the student's specific career goals. The combination of the general education and business cores with the courses within the major areas of study facilitate the student's development of a flexibility of mind that is an invaluable asset for the executive.

Students are motivated to continue to grow intellectually and be prepared for graduate study. A broad perspective of society and the proper role of business based upon an appropriate set of moral values are emphasized. In consultation with faculty, each student follows an approved curriculum which reflects an integrated approach to the study of modern management as well as the student's own career objectives.

Students who enter the University in Fall 1999 or later may transfer from the College of Arts and Sciences, School of Nursing, or School of Continuing Education into the Dolan School of Business if their overall grade point average is 2.80 or better.

Major Areas of Study

Accounting

Accounting majors take courses that qualify them to take the Certified Public Accountant (CPA) exam. They also may take courses appropriate for careers in private accounting, internal auditing, government and not-for-profit accounting. Many students find that undergraduate studies in accounting are excellent preparation for a wide range of corporate positions.

Finance

Finance majors study the theory and practice of financial management and investments. Additionally, they analyze actual case histories of the financial operations of several different companies. The courses included in this major area prepare students to enter into financial management positions with either corporate or governmental organizations.

All finance majors are required to take a comprehensive examination in their senior year. The grades are used for quality control and program assessment purposes.

Information Systems

Information Systems majors study, in this technological-based program, the analysis, design, development, and management of information systems in organizations. They develop an understanding of the needs of information, its use in the decision making process, and the procedures by which information is provided to management.

This is a limited enrollment program. Transfer students, students admitted as undeclared, or those wishing to change their major may be accepted into it on a competitive basis as space is available.

International Studies - International Business

International Business majors study the global business environment emphasizing the multinational organizations, economic and political systems, socio-cultural structures and diversities that have operational significance for international business. Students majoring in International Business are part of the International Studies Program but are enrolled in the School of Business and must complete all Dolan School of Business International Studies requirements.

Management

Management majors study both the theory and the practice of management. Emphasis is given to the nature of the management function and to the behavioral, social, and environmental factors that influence effective organization and managerial performance. Research efforts in the field are examined to develop fundamental principles and concepts, which can serve as a rational basis for managerial action. Marketing

Marketing majors examine the exchange processes by which consumers and organizations satisfy their needs and wants. In a sense, it is the most humanistic of the business majors; it requires students to understand consumer behavior, the motivation of sales personnel, the impact of advertising and communication on the potential consumer, the characteristics of consumers, the cultures involved in international marketing, market research techniques and the role of marketing on the internet. Marketing majors may further specialize by choosing one of two concentrations: Relationship Marketing or Integrated Marketing Communications.

Minor Areas of Study

In addition to the six major areas of study, minors are available in the following areas to all students in the Dolan School of Business.

It is the student's responsibility to complete the proper University form to enroll in a minor, and to make sure that appropriate copies of the form are filed in both the Dean's office and the Registrar's office. The form is available from the advisor for the minor area of study.

The completion of the minor is subject to the availability of the courses selected.

Accounting

The minor in accounting is designed to offer students an extensive understanding of accounting content and function in areas of business. It is not designed to prepare a student for the Certified Public Accountant (CPA) Exam.

Business Law, Regulation and Ethics

The minor in business law, regulation and ethics is designed to offer students a foundation in law and regulation as well as ethics applied to the business sector



to better understand the social responsibility of business and the interdependent nature of business and society.

Finance

The minor in finance is designed to offer students the opportunity to complement their major by studying financial theory and its application to decision-making. The investment and financing decisions of organizations are emphasized.

Information Systems

The minor in information systems is designed to prepare students for careers requiring some entry-level orientation to business applications, computer programming, and systems design or for positions placing emphasis on systems analysis and project management. The minor complements all major areas within the School by providing students the opportunity to study business operations from a technological perspective.

Management

The minor in management is designed to offer students in the non-management disciplines an opportunity to examine some of the theories, principles, and issues that influence their growth and development as managers in their chosen fields.

Marketing

This minor is designed to provide the student with a basic foundation in marketing by exposing him or her to the functions that constitute the marketing discipline, including market research techniques, consumer behavior and strategic market planning.

International Studies-International Business

The minor in International Business is designed to prepare students for careers requiring entry-level orientation of finance, accounting and management in an international business. Students may also take more advanced courses in international finance, marketing and law to increase their knowledge in these fields. The minor complements other majors in the School of Business by putting business operations in a broader international context including political and cultural perspectives.

Courses taken in the minor are offered within the International Studies Program. (The designation "international business" refers to the program of students enrolled in the Dolan School of Business, and International Studies.)

Operations Management

The minor in operations management focuses on its central role of technical and functional skills in the operation of the business unit to produce quality products and services in a global environment.

Honors Program

The Dolan School of Business participates in the University Honors Program (described earlier under "Curricula") for those undergraduates who have distinguished themselves in their studies. Successful completion of the Honors Program is recorded on the graduating student's transcript.

Internship Program

Another feature of the Dolan School of Business is the optional internship for qualified students. These internships are undertaken for credit, and sometimes for pay. Both an on-the-job supervisor and a faculty member monitor the student's progress. Students interested in internships should discuss arrangements as early as possible with the Supervisor of Internship Programs. The presence of a large number of corporate offices in the Fairfield area provides highly unusual and rewarding opportunities for internships. Students must have an overall grade point average of 2.50 or above to qualify for the internship program, and be a major in the School of Business.

BS/MBA Program

A Five-Year Undergraduate/Graduate Program

Admission and Program Requirements:

- 1) A minimum 3.00 grade point average in courses taken at Fairfield University.
- 2) SAT scores of 1100 or above or a GMAT formula score of 1100 or above ($200 \times \text{GPA} + \text{GMAT score}$.)
- 3) Satisfaction of prerequisite core preparation courses in Calculus, Statistics, Accounting I and II, Business Decision Making, Creating a Competitive Environment, Information Systems, Legal Environment of Business, Business Ethics, Macroeconomics, Micro-economics with at least a 3.00 grade point average with no grades in the aforementioned courses below a grade of 2.50 or B-. The aforementioned core courses may be waived, or substituted for, by analogous courses deemed appropriate by the Associate Dean or Director of Graduate Programs of the Dolan School of Business. All participants in this program are expected to complete at least 12 courses or 36 credits at the graduate level with two courses or six credits transferable toward completion of the undergraduate degree. Students in this program are permitted to waive MG 401 competitive analysis and technology deployment or BU 584 competitive strategy.
- 4) Four graduate courses or up to 12 graduate credits may be taken during the fourth academic year (September to graduation) of study, and two graduate courses or six graduate credits may be double counted toward completion of undergraduate business major or business minor or business core or free elective requirements.
- 5) Formal admission to the program occurs after the third year of study at Fairfield University and satisfactory completion of all prerequisite core preparation courses and admission requirements as stipulated in items 1), 2) and 3) above and all other admission requirements stipulated for the MBA program. Admission to the combined BS/MBA requires the payment of additional tuition and fees as indicated in the graduate catalog of the School of Business.
- 6) Every student in the program must maintain at least a 3.00 grade point in all courses. If a student receives two course grades of 2.50 or below in either graduate or undergraduate courses after admission to the combined five-year program, he or she will be excluded from the MBA program.
- 7) At least one course in the undergraduate curriculum must be an internship that must be completed by the end of the fourth year of study.

School Activities/Programs

Complementing the Dolan School of Business' traditional pedagogical mission are a series of diverse and distinctive programs that serve to enrich both the University community and its various constituencies:

- The Insignis Award for Visionary Leadership and Distinguished Achievement in Business is an annual award established to recognize outstanding business leaders for their fulfillment of the Jesuit concept of the "insignis," to distinguish oneself in a remarkable or extraordinary way. The award is consistent with the goals of The Dolan School of Business to achieve recognition and distinction in creating a business educational experience of the whole person who is socially responsible and prepared to serve others.
- The distinguished Executive Lecture Series brings to the classroom setting leaders from the corporate or financial communities who address students on a specific topic related to the subject matter within an identified major area of study within the School. The unique perspective that business practitioners can bring to the academic environment is a welcome and valuable element to a student's business education.

U.S. Naval Reserve
Direct Commissioning Program

Fairfield University students majoring in the business disciplines (accounting, finance, information systems, management, and marketing) or economics, who have maintained a minimum 3.0 average and meet other criteria may be eligible to receive a direct commission as an Ensign, Supply Corps, United States Naval Reserve (Inactive) upon graduation. Successful applicants incur no active duty obligation other than annual two-week training periods, initially held at The Navy Supply Corps School in Athens, Ga. No drills or classes are required prior to commissioning. Further information is available from the Dean of the Dolan School of Business.

Curricula

The curricula in the six major areas of business study - accounting, finance, information systems, international studies-international business, management, marketing - consist of five parts: (1) general education core curriculum courses, (2) business core courses, (3) business major requirements, (4) business electives, and (5) free electives.

Each business major must schedule, through the office of the Dean, a program conference with a faculty advisor in his or her major area of business study. The faculty advisor will prepare a detailed list of requirements, which are to be completed, making appropriate choices from the list of available elective courses. It is anticipated that the faculty advisor will, where appropriate, develop a student program, which will permit choosing courses from related majors in the Dolan School of Business as well as appropriate specific courses in the nonbusiness area. Such conferences should be scheduled early in their first semester for entering freshmen. Transfer students must schedule a program conference prior to beginning their studies at Fairfield.

The general education core curriculum component includes approximately one-half of the total number of courses to be completed for the Bachelor of Science degree in business.

For students entering the Dolan School of Business either as freshmen or as transfer students, the requirements for graduation with the B.S. degree in the business majors are as follows:

All Business majors

General Education	
Core Curriculum Requirements	60
Business Core Requirements	30
Courses in the Major Field	18
Business Electives	3
Free Electives	12
Total required credits	123

General Education Core Curriculum

The general education core curriculum provides a truly liberal education, drawing upon five major areas of knowledge. For each of these five areas of competency, a number of courses must be selected as follows:

Area I: Mathematics and Natural Sciences

- (1) 2 semesters of mathematics. One semester each of calculus and statistics is necessary to fulfill this requirement.
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

NOTE: PS 70, Computers in Contemporary Society, does not satisfy the science core requirement.

Area II: History and Social Science

- (1) 2 semesters of history. HI 30 plus one intermediate-level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) For business majors, EC 11 (Introduction to Microeconomics), and EC 12 (Introduction to Macroeconomics). These courses satisfy the micro- and macroeconomics requirements of the business core.

Area III: Philosophy and Religious Studies

- (1) 2 semesters of philosophy. PH 10 is required.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) For business majors, one additional approved course in philosophy, religious studies, or the applied ethics program is required. An approved course from the applied ethics program will satisfy the business ethics requirement of the business core.

Area IV: English and Fine Arts

- (1) 3 semesters of English. EN 11 and 12 are required. The third course may be selected from any of the English offerings, which have a number designation of 200 or over. ENW courses do not meet this requirement. Also available as options in this area are courses offering classical literature in translation. (See listings under Classical Studies Program.)
- (2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theatre history, or film history.

Area V: Modern and Classical Languages

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the modern languages department or the Classical Studies program.

Business Core Requirements

	Credits
Introduction to Accounting (AC 11-12)	6
¹ Introduction to Business Computing (IS 100)	3
² Choice of a second calculus or second statistics or CS 133 or CS 134, CS 233, or IS 235 or equivalent course in Engineering	3
² Legal Environment of Business (BU 11)	3
² Business Decision Making (BU 100)	4
² Creating a Competitive Advantage (BU 200)	4
⁴ Business Processes and Information Technologies (BU 225)	3
³ Business Strategy in the Global Environment (BU 300)	4
² Micro- and Macroeconomics (EC 11-12)	(6)
⁴ Business Ethics	(3)
	30

BU 100, or its equivalent, is a prerequisite for all business courses at the 200- and 300-levels.

- 1 This course should be completed in the student's Freshman year.
- 2 These courses should be completed by the student's sophomore year.
- 3 This course may not be taken until the senior year.
- 4 This course may not be taken until the junior year.

It is general Dolan School of Business policy that junior standing or above is required for all 200-level and above courses except BU 200, AC 203 and AC 204.

Bracketed credits, for micro- and macroeconomics and for business ethics, are not included in the cumulative business core credits; these courses satisfy the appropriate General Education Core requirements.

Business Electives

Each of the majors in the Dolan School of Business requires the completion of one business elective course of three credits. This elective course may be taken in any area of business course offerings, provided any prerequisite is met. Classes 1998-2000 require two business electives.

Free Electives

Each of the majors in the Dolan School of Business requires the completion of four free electives for a total of 12 credits. A free elective is a course chosen by the student without any restrictions relating to the student's major. The Department Chair for the student's major should be consulted for specifics.

Diversity Requirements

All students must complete two courses from a designated list of courses on diversity. The courses may be chosen from the university core, business core, major or electives.

Department of Accounting

Department Chair: McDevitt

Associate Professors: Bradford, Caster

Assistant Professors: Kravet, Lyngaas, Massey,
McDevitt, Peck, Poli, Van Hise

Requirements for the Accounting Major

AC 203, 204, 310, 320, 330 and 343.

To graduate as an Accounting major, a student must maintain at least a 2.5 average in all accounting courses throughout the program.

Note regarding double majors in accounting and finance:

AC 203 cannot be used for both majors. Therefore, students double majoring in Accounting and Finance must take one (1) additional course in Accounting and/or Finance which is selected in consultation with both Department Chairs.

The Accounting Minor

AC 11, AC 12, AC 203, AC 204 and one 300-level accounting elective course. Students minoring in accounting must maintain a 2.0 average in all accounting courses taken in the minor.

AC 11 Introduction to Financial Accounting

This course provides students with an introduction to financial accounting. Students learn how to read and comprehend published financial statements and are introduced to the financial reporting process. Topics covered include financial statement analysis, accrual accounting, revenue and expense recognition, and accounting for assets, liabilities and equities.

3 credits

AC 12 Introduction to Managerial Accounting

This course provides students with an introduction to managerial accounting. The objective of the course is to provide students with an understanding of the role of accounting information in managerial decision-making. Topics covered include a description of basic cost elements, the interrelationship between fixed costs, variable costs and profit, methods of accumulating the costs associated with producing products and providing services, such as activity-based costing, performance evaluation, and project evaluation. (Prerequisite: AC 11.)

3 credits

AC 203 Intermediate Accounting I

This course provides an in-depth study of financial accounting theory and concepts and the presentation of financial statements in conformity with generally accepted accounting principles. Emphasis is given to balance sheet valuations and their relationship to income measurement and determination. (Prerequisite: AC 11.)

3 credits



AC 204 Intermediate Accounting II

This course is a continuation of AC 203. The in-depth study of financial accounting theory and concepts and the presentation of financial statements in conformity with generally accepted accounting principles are continued. In addition to balance sheet valuation and income measurement issues, the course includes special topics such as earnings per share, accounting for income taxes, leases, and cash flows. (Prerequisite: AC 203.)

3 credits

AC 310 Advanced Accounting

This course focuses on accounting for various financial investments, including financial instruments, derivatives, and business combinations. Students also study the role of financial instruments in hedging foreign currency exposures and the complications encountered in financial reporting in a global environment. The class is conducted as a seminar. Students are required to debate controversial issues in accounting, and make presentations on the accounting practices of foreign countries. (Prerequisite: AC 204.)

3 credits

AC 320 Cost Management

This course focuses on the proactive management of costs and the effect of costs on managers' decision-making and planning and control. Students learn to accumulate costs and assign them to products and services utilizing several different techniques including activity-based costing. They engage in profit planning and resource allocation through the budgeting process. They evaluate organizational performance of cost, profit, and investment centers. The importance of cost in the strategic management of the organization is also discussed. (Prerequisites: AC 12 and AC 203.)

3 credits

AC 330 Auditing

This course provides an introduction to the audit of financial statements by independent CPAs. It bridges the gap between knowledge of accounting principles and the professional practice of accounting and auditing in the working world. Students learn about the social role of auditing and the professional standards for behavioral and technical competence. They also study the factors entering into judgments about audit risk and the fair presentation of financial statement assertions. Throughout the course, programs and procedures for defining audit objectives, gathering evidence, making decisions, and exercising professional skepticism are presented. (Prerequisites: Senior standing and AC 204.)

3 credits

AC 343 Federal Income Taxation I

This course introduces students to income tax, adjusted gross income, deductions from adjusted gross income, itemized deductions, property transactions, filing status and exemptions, passive activity losses, tax credits, and tax computations. Tax compliance and preparation considerations for individuals also receive attention. (Prerequisites: Senior standing and AC 204.) *3 credits*

AC 345 Federal Income Taxation II

This course continues the study of taxation begun in AC 343. The topics include formation of the corporation, distributions, liquidations, and reorganizations. Personal holding companies, Subchapter S corporations, and partnerships also receive attention. Tax return preparation, tax planning, research, and compliance issues are integrated throughout the course. (Prerequisites: Senior standing and AC 343.) *3 credits*

AC 350 Management Control Systems

This case-based course focuses on the relationship of organizational strategy to organizational structure. The course begins with the use of cost, profit, and investment centers to control costs and investment in operating assets. Budgeting is discussed as a means to implement organizational strategy. Performance evaluation and executive compensation are discussed as control mechanisms supporting the implementation of strategy. (Prerequisite: AC 320.) *3 credits*

AC 360 Introduction to Financial Statement Analysis

This course provides users of financial statement data with analytical skills to evaluate a firm's financial performance and financial position within the context of its industry. Analytical skills include evaluation of business strategy, financial statement analysis and forecasting. Applications include security analysis, bankruptcy prediction, and merger and acquisition activity. (Prerequisite: AC 12.) *3 credits*

AC 365 Accounting Information Systems

This course analyzes the methods used to capture, process, and communicate accounting information in a modern business enterprise. Students learn to document business transaction cycles using data flow diagrams and flowcharts. They analyze the accounting information system, identify weaknesses, and recommend improvements to internal control. Students process accounting information through a modern database management application program such as a general ledger package or an enterprise resource planning system. (Prerequisite: AC 12.) *3 credits*

AC 370 Contemporary Issues and Problems in Accounting

This course presents a seminar in current accounting issues to discuss the latest pronouncements of accounting rule-making bodies and other important proposals that affect the legal and professional status of the accountant. Topics covered may include income measurement concepts, liability recognition, and the interface between enterprise resource planning systems and internal control. (Prerequisites: Senior standing and AC 204.) *3 credits*

AC 380 Municipal and Not-For-Profit Accounting

This course examines fund accounting theory and concepts and the reporting principles promulgated by both the Governmental Accounting Standards Board (GASB) as well as the Financial Accounting Standards Board (FASB) as they relate to municipalities, health care organizations and universities. (Prerequisite: AC 204.) *3 credits*

AC 390 Public Accounting Practicum

Students gain practical experience in a public accounting firm. (Prerequisites: Admission to the MBA Program in Public Accounting and approval of the program director.) *6 credits*

AC 391-392 Accounting Internship

Students gain practical experience in accounting. (Prerequisites: Accounting major, junior standing, minimum overall GPA of 2.5.) *3 or 6 credits*

AC 397-398 Independent Study in Accounting

This course provides the student with the opportunity to study and research a specialized topic under faculty guidance. (Prerequisites: Accounting major, senior standing, minimum overall GPA of 2.5, and approval of area coordinator.) *3 or 6 credits*

BU 311 The Law of Contracts, Sales and Property

This course examines the components of common law contracts including the concepts of offer and acceptance, consideration, capacity and legality, assignment of rights and delegation of duties as well as discharge of contracts. The course covers Articles 2 and 2A of the Uniform Commercial Code relating to leases, sales of goods and warranties. In addition, the topics of personal and real property and bailments are also considered. (Prerequisite: BU 11.) *3 credits*

BU 312 The Law of Business Organizations and Financial Transactions

This course offers an analysis of legal principles related to the law of agency, sole proprietorships, partnerships, corporations, limited liability companies, and other business forms. The second half of the course is devoted to the study of negotiable instruments, bank deposits and collections, suretyship, secured transactions, debtor-creditor relationships and bankruptcy. (Prerequisite: BU 11.) *3 credits*

Department of Finance

Department Chair: Koutmos

Professors: Bhalla, Conine, Koutmos, Tucker

Associate Professors: Hlawitschka, A. Martin

Lecturer: Ford

Visiting Associate Professor: Laopodis

Requirements for the Finance Major

AC 203, FI 210, FI 215, FI 330; and any 2 of the following: FI 200, FI 220, FI 240, FI 310, FI 315.

To graduate as a Finance major, a student must maintain at least a 2.5 average in all finance major courses throughout the program.

Note regarding double majors in accounting and finance:

AC 203 cannot be used for both majors. Therefore, students double majoring in Accounting and Finance must take one (1) additional course in Accounting and/or Finance which is selected in consultation with both Department Chairs.

The Finance Minor

AC 11, BU 100 or IL 101 and FI 210, 215, and two other finance courses from FI 200, FI 220, FI 240, FI 310, FI 315.

FI 190 Personal Finance

This course covers applied finance clarifying individual financial decision making from a personal standpoint. Investments including stocks, bonds, housing purchases, and mutual funds are examined with an emphasis on the basic financial principles of risk and return. Life, health, and other insurance needs are discussed, as are pension and estate planning. (For non-majors). *3 credits*

FI 200 Global Capital Markets

With the rate of financial innovation and globalization increasing, financial instruments and institutions are becoming international in nature and scope. This course surveys a variety of financial instruments, institutions and markets from a global perspective. Also covered is the relationship between financial intermediaries and central banks. The use of traditional and new financial instruments is reviewed in the context of the specific markets they serve. (Prerequisite: BU 100 or IL 101) *3 credits*

FI 210 Principles of Investments

This course is an introductory analysis of the determinants of valuation for bonds, stocks, and options. The functions of efficient capital markets are stressed in developing the return-risk tradeoffs that are essential in the valuation process. (Prerequisite: BU 200) *3 credits*

FI 215 Financial Management

This course is an analysis of optimal financial decision-making. Emphasis is placed upon the investment, financing, and dividend decisions within the existence of efficient capital markets. (Prerequisite: BU 200) *3 credits*

FI 220 Working Capital Management

This course is an examination of the management of current assets and current liabilities. Emphasis is placed upon cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. (Prerequisite: BU 100 or IL 101) *3 credits*

FI 240 International Finance

This course deals with the international aspects of corporate finance. Topics covered include foreign exchange with emphasis on exchange rate determination, exchange rate risk management, international money and capital markets, international capital budgeting, cost of capital, and international trade financing. (Prerequisite: BU 100 or IL 101) *3 credits*

FI 310 Portfolio Analysis

This course is an examination of individual and institutional portfolio management. The overall model of portfolio analysis separates decision making into five major areas: portfolio planning, investment analysis, portfolio selection, portfolio evaluation, and portfolio revision. (Prerequisite: FI 210) *3 credits*

FI 315 Futures and Options Markets

This course examines the use of futures and options by financial managers and investors. Both hedging and speculation will be covered. The focus of the course is on financial contracts: currencies and stock indices, both in the United States and in the United Kingdom. (Prerequisite: FI 210) *3 credits*

FI 330 Case Studies in Finance

This course is an examination and application of the principles developed in financial management and investments in a domestic and international context. The objective is to integrate the practice and theory of finance using case studies. (Prerequisites: FI 210, FI 215 and senior status) *3 credits*

FI 391-392 Finance Internship

Students may take two semesters of internship, approved by the department. Students must have a GPA of 2.5 or higher, have junior standing, and do the internship in their major area. *3 or 6 credits*

FI 397-398 Seminar in Finance

A special program involving independent study and research. Also intended for students accepted in an approved internship. (Prerequisite: Open only to seniors with approval by the Department Chair. Students must have an overall grade point average of 2.5 or better.) *3 or 6 credits*

Department of

International Studies- International Business

Advisor for International Business:

Dr. Katherine Kidd, *Director of International Studies*

Requirements for the International Studies- International Business Major

IL 10, AY 130 or AY 150, IL 200, IL 250, IL 300.

Also required as part of the major, 15 credits of electives, including 9 credits in International Business courses and 6 credits from the specified course list in the College of Arts & Sciences.

For all courses in International Studies-International Business see pages 109 to 112.

The International Studies-International Business Minor

This minor is multi-disciplinary, with the objectives of providing students with an international perspective:

- Making them sensitive to the global interdependence in which they will be living and working;
- Informing them of the similarities and differences between the socio-political and economic environments of different countries; and
- Furnishing them with a broad understanding of the social, cultural, political, and economic forces shaping the international environment.

The minor offers courses in interdisciplinary areas that will complement the basic discipline in which students are majoring.

The minor in International Business is designed to prepare students for careers in multinational organizations, financial institutions, and other service industries, trading organizations, non-profit and government institutions.

The minor consists of an 18-credit program of six courses. The courses for the minor are to be completed in addition to the student's major requirements. The courses included in the program, subject to change, are as follows:

IL 10, IL 101 or BU 100, IL 200 and IL 250
and two courses with international content
from the Dolan School of Business.

Department of

Information Systems & Operations Management

Department Chair: Campbell

Professor: K. Martin

Associate Professors: Campbell, Chepaitis, He, Lee, Scheraga

Assistant Professors: Huntley, Obando, Tellis

Lecturer: Lewis

Requirements for the Information Systems Major

IS 230, IS 240, IS 310, IS 395.

Two courses from any IS or OM electives.

To graduate as an Information Systems major, a student must maintain at least a 2.5 average in all information systems and operations management major courses throughout the program.

The Information Systems Minor

For business majors: IS 230, IS 310, a course in object oriented programming (IS 235 or equivalent), and two IS or OM electives. For non-business students: IS 100, IS 230, BU 100 or IL 101, IS 310, a course in object oriented programming (IS 235 or equivalent), and one IS or OM electives.

The Operations Management Minor

BU 100, BU 200; OM 210, OM 225. One course from accounting or business law or finance or information systems or international business or management or marketing.

IS 100 Introduction to Business Computing

This course surveys the role of computing in the present business environment, including such topics as hardware, software, networking and e-commerce. It introduces the student to the use of Information Systems concepts and techniques in solving a wide range of business problems. As an example of problem solving, the student will build a database using a database system.

3 credits

IS 230 Information Systems and Operations Management

This is the gateway course to the Information Systems & Operations Management area. It emphasizes the decision-making process, and value creation in strategic and tactical activities. To that end, the relationship between information systems and planning and control functions is examined in detail. Techniques for designing, implementing, operating, controlling and evaluating information systems are discussed. In developing a framework for modeling the decision process, a variety of concepts will be covered: defining the problem; developing alternatives and value trade-offs; evaluating risk and return of alternatives; deciding among alternatives; planning for action. The ethical and social impacts of information and decision-making systems are also discussed. (Prerequisite: IS 100; Co-requisite: BU 100)

3 credits

IS 235 Introduction to Business Programming

This course gives an introduction to computer programming in a business environment. Emphasis is placed on the fundamentals of structured program design, development testing, implementation, and documentation of business-oriented applications. Discussion and application of programming techniques in a variety of high-level programming languages are covered in depth for major programming projects. (Prerequisite: IS 100 or permission of the instructor.)

3 credits

IS 240 Systems Design

This course is the entry point for the technical electives in the IS major. It provides hands-on instruction in contemporary systems design methodology and its practical application to business systems. After a formal introduction to a design language and supporting software tools, students will use the methodology to study design patterns in common use in business systems. The course concludes with the design and implementation of a distributed database application. (Prerequisites: IS 310, and object-oriented programming course; Co-requisite: BU 225.)

3 credits

IS 245 Data Communications

This course familiarizes the student with the basics of communications, and then relates those developments to networking. The students are introduced to the protocols, hardware and software related to networking. (Prerequisite: IS 230, and junior standing.)

3 credits

IS 299 Business Software Topics

This course introduces the student to software applications not addressed in the business core (IS 100) program that focuses on MS Office, namely, Word, Excel, and Powerpoint. The course is laboratory-oriented and can be taken for different contemporary topics more than once and be additive toward a 3-credit IS elective. The topics may include project management, business simulation and expert systems, advanced macro-programming with spreadsheet packages, and other applications software for the microcomputer or client/server system.

1 credit

IS 300 Special Topics in Business Computing

In this course students study opportunities and problems created by the increasing widespread use of computers. They will examine new developments and/or current practices in computer and information science. A topic will be selected for thorough study; possible subject areas include, but are not limited to, data structures, recent hardware or software advances and specialized applications. (Prerequisite: IS 230)

3 credits

IS 310 Systems in Organizations

This course examines the relationship between organizations and technology, particularly in the network enterprise. Students examine major management challenges and competitive advantage through open, integrated, and extended information systems. This course explores the widening scope of information systems in the global environment, and the ability of systems to adapt to changes in organizational objectives. Students are exposed to a variety of business environments through interactive team exercises, case studies, and individual research projects and presentations. Topics include networks, information ecology, the customization of computer-based services and products, security, ethical issues, the changing roles of managers, organizational cultures, and the continuous interdependence of business change and technical shifts. (Prerequisite: IS 230 with a minimum grade of C.)

3 credits

IS 340 Database Systems

This course is an in-depth look at designing and building an enterprise database system. Students design, develop and build a fully operational database application. They explore the design and development of these systems, including data modeling, process modeling, and user-interface design. (Prerequisites: IS 230, and a course in object oriented programming.)

3 credits

IS 350 Global Information Systems

This course investigates information technologies in a variety of international business environments. The course content includes national infrastructures and discrete information cultures in advanced and developing economies. The social, economic and political impacts of information technologies outside the United States will be examined, with an emphasis on appropriate systems design and control. Contemporary issues such as privacy, security, the protection of intellectual property, and national information policies are covered extensively. (Prerequisites: IS 230, and junior standing.)

3 credits

IS 360 Decision Support Systems

The course is an in-depth look at the relationship between managerial decision-making and the application of information technology to that process. The topics of decision-making models, tools, and process are examined by students working in teams focused on actual situations in the local, national and international business communities. Current techniques in data warehousing, data mining and data visualization are explored. (Prerequisites: IS 230, IS 310)

3 credits

IS 391-392 Information Systems Internship

Students may take two semesters of internship, approved by the department. Students must have a GPA of 2.5 or higher, have junior standing, and do the internship in their major area.

3 or 6 credits

IS 395 Systems Project

This is the capstone course in the major. It brings together all of the concepts from previous courses regarding information systems. It also provides the student with experience in analyzing, designing, implementing, and evaluating information systems. (Prerequisites: IS 230, 240, 310, cumulative quality point average in the major of 2.5, and senior status.) *3 credits*

IS 397-398 Seminar in Information Systems

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in information systems and approved by the Department Chair. This course is administratively handled by the Office of the Dean and requires a formal application by the student to the faculty project advisor and the Department Chair. The course does not count toward fulfilling the requirements for the IS major, but it does count toward meeting University credit requirements. Senior status required. *3 or 6 credits*

IS 399 Independent Study in Information Systems

This course of independent study, research, and/or information systems project is a program supervised by one of the full-time faculty, for the student who wishes to pursue a specific topic of interest. The student and a faculty project advisor who agree to conduct the work according to a mutually agreeable schedule must complete an application form. The Department Chair and Dean must approve the work. Once the form is completed and submitted to the Registrar, the student is allowed to register for the course, which is taught during the fall and spring semesters. If any work is to occur at any time other than the semester registered, the faculty project advisor and the Department Chair prior to commencement of any work must obtain this approval. Normally, the student has completed at least two advanced IS courses before taking this course. *3 credits*

OM 210 Managing the Operations Function

This course continues the examination of the theory and practice of contemporary Operations Management. The decisions required to bring a product or service from concept and design to the marketplace and the customer provide a framework for this decision. Consideration is given to how quality goods and services can consistently be delivered to the customer. These decisions and their relevance to the strategic success of the enterprise are emphasized. (Prerequisites: BU 100 and BU 200) *3 credits*

OM 225 Operations and Technology Management in a Changing Global Environment

This course examines the on-going discussion about how to best produce goods and services for the global market. Current issues include the state of trade in high-technology industries, the world-wide movement to Just in Time Continuous Improvement methods throughout the business enterprise. (Prerequisites: BU 100 and BU 200) *3 credits*

OM 240 Operations Management Modeling and Analysis

This course explores the quantitative modeling techniques used in strategic and tactical operations management issues. The emphasis is on problem solving and decision-making processes of supply chain management. Topics include transportation and network models, queuing systems, Markov analysis, optimization models and forecasting. Computer analysis and interpretation will be emphasized. (Prerequisites: IS 230, BU 225) *3 credits*

OM 310 Seminar in Production and Operations Management - Operating

In this course students develop an aggregate production plan for a hypothetical firm using basic skills developed in production and operations management. Working as teams, they develop a business plan and simulate the operation of their firm. The effect of tradeoffs in key areas, such as capacity, facility location, productivity, quality and materials control are studied. The teams compete as if they were in an actual business environment by presenting and defending their decision. (Prerequisites: BU 100 and BU 200) *3 credits*

OM 340 Service Operations

This course examines service sector industries, such as financial services, health care, retailing and education. It focuses on the associated operational challenges related to high labor intensity, variable demand patterns, high degrees of customer contact, and subjectivity-determined quality. (Prerequisites: IS 230, BU 225) *3 credits*

OM 345 Transportation and Logistics

The purpose of this course is to introduce logistics management and to identify the relationships between logistics and the other functions of the firm, particularly marketing and operations management. The course covers both strategic and operational issues in logistics and supply chain management. Topics include logistics and supply chain design, logistics of customer service, transportation management, demand forecasting, inventory management, order processing, warehousing and materials handling, and facility location. Recent developments in logistics, including third party logistics, are examined. (Prerequisites: IS 230, BU 100, and junior standing) *3 credits*

OM 350 Strategic Management of Technology and Innovation

This course enables students to understand and to manage innovation, at the operational and strategic levels of an organization. It integrates the management of market, technological and organizational changes to provide a framework for improving the competitiveness of firms and effectiveness of organizations. It emphasizes an effective transition from research and development to successful products and services. The course adopts a competence-based approach to technology management, and focuses not only on internal structure, but also on external linkages and processes as well. (Prerequisites: IS 230, OM 240, and junior standing.) *3 credits*

Department of

Management

Department Chair: Katz

Professors: Katz, Mainiero, McEvoy

Associate Professors: Cavanaugh, Gibson,
Scheraga, Schmidt, Tromley

Assistant Professors: Bhattacharya, Tyler

Visiting Assistant Professor: Giapponi

Requirements for the Management Major

MG 235, 240, 3401, 3451 and

General Management Major

Two courses from Areas III OR two courses from any two different areas (Areas I, II, III) or

Management Major with Business and Society Concentration:

Three courses from Area I or

Management Major with Human Resources Concentration:

Two courses from Area II AND one course from MG 320, BU 320, 325, or Area III.

Area I, Business and Society:

BU 120, BU 220, BU 320, BU 325, BU/AE 391, MG 301, MG 320

Area II, Human Resources:

MG 302, MG 370, MG 380

Area III, General Management:

MG 300, MG 350, MG 355, MG 360

¹ MG 340 and MG 345 are taken simultaneously in the student's senior year. Students must see the coordinator of MG 345 in the fall semester of their junior year to arrange for their MG 345 structured job experience.

The Management Minor

IL 101 (A & S Majors) or BU 100 (Business Majors)

MG 235, MG 240

Two courses from: MG 300, MG 301, MG 302, MG 320, MG 350, MG 355, MG 360, MG 370, MG 380, BU 120, BU 220, BU 320, BU 325, BU/AE 391

AE 291 Ethics in Business Management

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistle-blowing and company loyalty; regulation, self and government; the logic and future of capitalism. Junior standing. *3 credits*

The Business Law Minor

BU 11, AE 291, BU/AE 391

Three courses from the following, no more than two from each group.

Group 1 - BU 220, BU 311, BU 312, BU 320, BU 325, BU 330, BU 340, BU 350, BU 360

Group 2 - AE 281, AE 282, AE 284, AE 295, AE 384

BU 11 Legal Environment of Business

This course is a basic study of the law, legal institutions, and the legal and social responsibility of business. Includes legal history and legal process, judicial systems, common law, statutes and regulations, with an emphasis on torts, contracts, antitrust and trade regulation, protection of the environment, worker safety, product liability, and corporate crime. *3 credits*

BU 120 Environmental Management and Policy

The course provides an opportunity to consider environmental issues and decision making from a business, economic and policy perspective. Defining and proposing solutions to domestic and international environmental problems provides for different points of view and approaches that are discussed and debated. The course format combines readings, simulations, cases, in-class discussions, role playing, and presentations. *3 credits*

BU 220 Environmental Law and Policy

This course surveys issues arising out of federal laws designed to protect the environment and manage resources. It considers in detail the role of the Environmental Protection Agency in the enforcement of environmental policies arising out of such laws as the National Environmental Policy Act, the Clean Water Act and Clear Air Act, among others. The impact of Congress, political parties, bureaucracy, and interest groups in shaping environmental policy is also considered. Special attention is given to the impact of environmental regulation on business and private property rights. *3 credits*

BU 311 The Law of Contracts, Sales and Property

This course examines the components of common law contracts including the concepts of offer and acceptance, consideration, capacity and legality, assignment of rights and delegation of duties as well as discharge of contracts. The course covers Articles 2 and 2A of the Uniform Commercial Code relating to leases, sales of goods and warranties. In addition, the topics of personal and real property and bailments are also considered.

3 credits

BU 312 The Law of Business Organizations and Financial Transactions

This course offers an analysis of the legal principles related to the law of agency, sole proprietorships, partnerships, corporations, limited liability companies and other business forms. The second half of the course is devoted to a study of negotiable instruments, bank deposits and collections, suretyship, secured transactions, debtor-creditor relationships, and bankruptcy.

3 credits

BU 320 Employment Law and Discrimination in the Workplace

This course examines a variety of legal issues related to the workplace including the doctrine of employment at will, employee privacy, and the history and development of labor unions and the legal protections afforded by the National Labor Relations Act. A major portion of the course is devoted to a study of the role of The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission in eradicating discrimination based on race, sex, religion, national origin, age, and disability. Other employment issues such as affirmative action, worker safety, and compensation are also considered. This course fulfills the U.S. diversity requirement.

3 credits

BU 325 Law, Women and Work

This course explores the development of American law relating to women and gender and its interrelationship with women's status and achievement in the workplace. The course focuses on how social concepts of gender have impacted both law and work in the United States. Topics covered include: the historical context: the "cult of womanhood," the early feminist challenges, and early protective legislation; Constitutional development of the ideas of gender equality; equal employment opportunity laws; family issues including family leave, pregnancy in the workplace, and benefits protection; current theoretical perspectives of women in work and law; and special issues for women of color, women in blue collar jobs, women in management and women as entrepreneurs.

3 credits

BU 330 Law and Small Business Organization

This course examines legal topics relating to the individual and small business person, including law of real and personal property and applicable contract law, bailments, public and private land use, insurance, trusts and estates, arbitration and dispute settlement, personal and business injury claims. (Prerequisites: BU 11 and junior standing.)

3 credits

BU 340 Business Law Seminar

This course is an in-depth analysis of current legal issues relating to American business. Topics vary each semester offered, and may include current antitrust and merger policies; defense contracting; new issues in product safety and consumer protection; environmental regulation; comparable worth and other equal employment issues; corporate crime and computer law. (Prerequisites: BU 11 and junior standing.)

3 credits

BU 350 International Business Law

This course is a study of international laws, legal institutions and the societal and cultural institutions that impact and regulate business activity throughout the world. Selected examples of laws and legal systems are examined and their relationship to American and foreign business enterprise. (Prerequisite: junior standing.)

3 credits

BU 360 Government Policy and the Regulation of Business

This course explores the effects of past and current federal regulatory policies on business and industry, and considers alternatives. It examines in particular the administrative regulation of business and business interaction with such agencies as the Federal Trade Commission, Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Health and Safety Commission and Food and Drug Administration, among others. Emphasis varies to reflect current business concerns. (Prerequisite: junior standing.)

3 credits

BU 391 Seminar in Business Law, Regulation and Ethics (capstone seminar)

(cross-listed with AE 391)

An interdisciplinary study of these three aspects of the business environment. Topics focus on the interaction of law and ethics, and the regulatory public policy issues in such areas as multiculturalism, work and family, the environment, product safety, international business, and advertising. This course is the capstone experience for students minoring in Business Law, Regulation and Ethics. (Prerequisites: AE 291, BU 11, two other courses in either law or applied ethics, or permission of the instructor.)

3 credits

MG 235 Managing Human Resources for Competitive Advantage

This course introduces students to how the effective management of people can contribute to firm performance and competitive advantage. Toward this end, the course explores Human Resource Management (HRM) activities: human resource planning, recruiting, selection, training, performance appraisal, compensation, and labor relations. Through extensive use of cases, simulations, and exercises, students actively learn how to implement various HRM strategies to better serve both organizational and employee interests.

3 credits

MG 240 Leading and Managing for the 21st Century

This course will prepare students for the task of leading and managing the new organizations in the 21st century. The course will begin with an introduction to virtual organizations of the future, and present the organizational designs that will shape workplaces in the new millennium. The importance of teamwork will be emphasized as an outgrowth of these new organizational designs. Students will identify five practices of leadership that are distinguished from management and administration, and will be assessed on a variety of questionnaires that illustrate leadership strengths and points for improvement. Organizational behavior topics, such as delegation, managing conflict, groups and teamwork, power and politics, and organizational culture will also be included in the course. Students will be expected to participate in a day-long team building program on a Saturday to fulfill course requirements.

3 credits

MG 300 Topics in Management

This course gives students an in-depth understanding of current issues and topics in management. The focus is on the application and analysis of managerial principles in contemporary problem solving. The faculty member teaching this course will construct the course content around current developments in his or her research area. Topics may include: decision-making in a chaotic environment; change management; organizational structure and design; health care; social justice; the political and social context of organizations; the consequences of the free market logic; leadership; the environment; diversity and gender; e-business; and managing virtual teams and organizations. *3 credits*

MG 301 Topics in Business and Society

This is a capstone course for students taking the Business and Society concentration in the management major. It is open to other students with the consent of the instructor. The purpose of this course is to give students an in-depth understanding of current issues or topics in the area of business and society. The faculty member teaching this course will construct the course content around current developments in his or her research, thus providing students with breaking information about cutting-edge issues in the field and, when appropriate, with an opportunity to participate in the research process. Topics may include: business ethics and technology; social and political implications of corporate structure and decision-making; socially responsible investing; gender constructs and management; and negotiating and managing disputes in a global business environment. (Prerequisites: seniors with a concentration in business and society, or permission of the instructor.) *3 credits*

MG 302 Topic in Human Resources

This course examines topics in human resource management as they relate to contemporary organizations. The purpose of the course is to give students an in-depth understanding of current issues or topics in the area of human resources. Special attention will be given to the strategic aspect of human resource management-how human resources can create value for the organization. Topics may include: HR metrics; HR systems; HR planning; quality of work life; flexible work; diversity; affirmative action; legal aspects of employment; and work-family issues. *3 credits*

MG 320 Diversity in the Workplace

This course seeks to develop the framework in which questions can be framed, and answers sought, with regard to the challenge of diversity in the work environment. In this regard, readings, exercises and real-world projects are used to formulate the following: a definition of diversity; the promotion of an awareness of its impact on businesses and their managers; the identification of not only the challenges that diversity presents but also the opportunities it allows for even more productive workplace interactions; and the necessary skills, attitudes, and patterns of critical thinking needed for effective leadership in this important area. Issues presented are done so in the real-life context of specific racial, gender and class groups. *3 credits*

MG 340 and MG 345 Action Learning Module

This course combines a structured, supervised work experience with classes in which this experience is discussed in the light of management theory. The resulting innovative learning process adds a special intensity to the study of the theoretical aspects of management and a grasp of the concrete realities of the business world. Each student develops specific and individualized goals in cooperation with a work supervisor and the faculty member teaching the class. These are integrated with learning objectives and in-class work. Students make presentations throughout the semester using their work experiences as living cases. Course readings offer relevant theories that students can appraise and modify using the concrete situations they encounter in business. These courses are taken simultaneously in the student's senior year. Students must see the coordinator of MG 345 in the fall semester of their junior year to arrange for their MG 345 structured job experience. *3 credits*

MG 350 Entrepreneurship and Small Business Management

In this course the student is made aware of the problems, opportunities, policies, and practices of the small business enterprise and its unique role in the free enterprise system. The small business firm is examined from conception of the opportunity to operating the firm, the creative idea, feasibility studies, the development of the business and financial plan, launching the venture, and managing the firm. Case problems of small business firms are studied. *3 credits*

MG 355 Organizational Culture

Organizational Culture represents a detour from the reigning computational focus of orthodox management theory. The driving premise of this course is that as important as accountable action may be, it is but the tip of the organizational iceberg. In other words, the concept of culture is a means for understanding that more happens behind the venerable scenes than meets the eye. To actively probe and engage the 'immaterial' dynamics of organizations is to think of organizations as complex, as full of surprises, as mysterious even, based on the notion that organizations are greater than the sum of their material parts; i.e., better understood as economic and social institutions. Accordingly, this course attempts to provide the business student/employee with a ticket backstage to where the action is. *3 credits*

MG 360 International Management

This course covers the history and evolution of international business, the international environment, and the development, organization, and structure of the international firm. Also treated is the international economy in relation to business policy, accounting, finance, and marketing decision-making, resource transfer and impact on the host country, business-government relations, and national and international control of the multinational corporation. (Students who have taken IL 250 may not take MG 360.) (Prerequisites: BU 100 and BU 200, IL 101 or instructor's approval.) *3 credits*

MG 370 Labor Relations

This course explores questions about the role of labor unions in both private and public sector organizations. It covers labor history and government regulation of the union-management relation as well as the processes of union organizing, negotiations, and dispute resolution. Special attention will be given to the effect of unions on wages, productivity, profitability, and organizational competitiveness. *3 credits*

MG 380 Compensation

This course covers theories and practices for effective compensation management. Topics included are strategic perspectives of compensation systems, determining pay structure, job analysis, job evaluation - design and administration, external pay competitiveness, designing pay levels, employee contributions and individual pay, subjective performance evaluation and merit pay, alternative reward systems, employee benefits, government's role and compliance, pay discrimination, budgets and pay administration, and union role in wages and salary administration. *3 credits*

MG 391-392 Management Internship

Students may take two semesters of internship, approved by the department. (Prerequisites: Students must have a GPA of 2.5 or higher, have junior standing, and do the internship in their major area.) *3 or 6 credits*

MG 397-398 Seminar in Management

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. (Prerequisites: Open only to seniors majoring in management and approved by the Department Chair. Students must have an overall grade point average of 2.5 or above.) *3 or 6 credits*

IS 360 Decision Support and Expert Systems

(See course description in Information Systems section; cross-listed as a Management elective.)

Department of Marketing

Department Chair: Chaudhuri

Professor: Chaudhuri

Associate Professors: Cavallo, Ducoffe, Mohan

Assistant Professors: Keen, Ligas, Ray

Requirements for the Marketing Major

MK 211, MK 212, MK 311, MK 312 and

Relationship Marketing Concentration (two from the following): MK 221, MK 321, MK 322 or

Integrated marketing Communications Concentration (two from the following): MK 231, MK 331, MK 332 or

General Marketing Major (two from the following): MK 221, MK 231, MK 241, MK 321, MK 322, MK 331, MK 332, MK 341, MK 342

The Marketing Minor

MK 211, MK 212, MK 311. Two courses from the following: MK 221, MK 231, MK 241, MK 312, MK 321, MK 322, MK 331, MK 332, MK 341, MK 342.

Students should note that statistics is a prerequisite for MK 311.

MK 211 Strategic Marketing Management

This course takes the fundamental marketing concepts mastered in BU 100-200 and applies them to the strategic goals of a variety of business models. The student is required to complete and present a complete marketing plan that demonstrates competency in environmental analysis, market segmentation and the product life cycle. In addition, an extensive review of marketing channels, pricing, communication and product management prepare the student for the in depth treatment of these areas in other courses. (This course is a prerequisite for all marketing courses. Junior standing required.) *3 credits*

MK 212 Consumer Behavior

This course provides the student with an understanding of the behavior of consumers in the marketplace. An interdisciplinary approach is used employing concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Among the many topics covered are motivation, perception, attitudes, consumer search, and post-transactional behavior. (Prerequisite: MK 211) *3 credits*

MK 221 Sales and Sales Management

This course is designed to help students learn sales management principles. Effective management of salespeople is critical to business success because many goods and services demand personal contacts to close the sale. To function effectively as managers, students must know how salespeople perform their jobs. In addition, this course emphasizes the role of personal selling, account relationships, territory management and new technologies in sales management program. (Prerequisite: MK 211) *3 credits*

MK 231 Advertising

The goal of this course is to focus on the many changes that are occurring in the advertising industry and how they influence advertising and promotional strategies and tactics. This course is designed from an integrated marketing communications perspective, emphasizing the importance of coordinating the various promotional mix elements with other marketing activities that communicate with a company's customers. Topics include advertising on traditional media such as TV, radio, and magazines, and on non-traditional media such as the World Wide Web, media planning, direct marketing, public relations, sales promotions and personal selling. (Prerequisite: MK 211) *3 credits*

MK 241 Internet Marketing

This course examines the impact of the Internet on traditional methods of doing business and explores uses of the Internet for the marketing of goods, services, information and ideas. In this course, particular attention will be paid to the impact of Internet technology on marketing strategy and practices. Internet technology and e-business will be related to established marketing concepts such as promotion, distribution/logistics, pricing, retailing, marketing research, consumer behavior and many other product/service decisions. (Prerequisite: MK 211.) *3 credits*

MK 311 Marketing Research

This course gives the student an appreciation of the role marketing research plays in reducing the risks associated with marketing decisions. Emphasis is placed on developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results. (Prerequisite: MK 211 and a statistics course.) *3 credits*

MK 312 Global Marketing

This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management, which are experienced in the domestic environment, special emphasis is given to cultural, political, geographic, and other factors in different environments. The focus is on international marketing by firms in other nations as well as American firms. (Prerequisite: MK 211) *3 credits*

MK 321 Distribution Management

This course is designed to provide a management focus and managerial framework to the discipline of distribution and channel management. The emphasis is on the design and management of marketing channels as a key strategic tool in satisfying the needs of the customers in the new millennium. Theory and practice are integrated in their application to the decision-making processes. In addition, the importance of the Internet as a marketing channel for the distribution of goods and services is discussed. (Prerequisite: MK 211) *3 credits*

MK 322 Business to Business Marketing

This course examines the characteristics that differentiate industrial from consumer marketing. Nature of industrial demand, buyer characteristics, industrial market research, competitive bidding and selling of industrial products, sales and advertising strategies in marketing to business, government, and non-profit organizations. Practices and policies in the distribution of industrial goods. (Prerequisite: MK 211) *3 credits*

MK 331 Media Strategy

This course examines the basic processes involved in strategic media planning including budgeting, selecting media forms and media vehicles, media timing, and media audience measurement. Students should understand the role of both traditional and non-traditional media as well as new media such as the Internet as channels for communicating promotional messages to consumers. Varied media allocation models will be covered as well. (Prerequisite: MK 211) *3 credits*

MK 332 Public Relations

This course is designed to facilitate the fundamental understanding of audiences: receiving information from them, advertising management of their attitudes and responses, helping to set policies that demonstrate responsible attention to them, and constantly evaluating the effectiveness of all public relations programs. This inclusive role integrates all activities associated with ascertaining and influencing the opinions of a group of people. Increased attention is paid to the use of electronic technology for messages: from fax machines, e-mail, to specialized networks in cyberspace. (Prerequisite: MK 211) *3 credits*

MK 341 Product Management

This course focuses on one element in the marketing mix - the product. It examines such questions as how should a firm effectively and efficiently manage its current product line and develop potential new products. Consideration is also given to strategic planning. (Prerequisite: MK 211) *3 credits*

MK 342 Contemporary Issues in Marketing

This course presents a seminar on current marketing issues. Its intent is to familiarize the student with the latest issues, events, and problems in marketing. The subject matter for the course draws upon recent events in marketing and course materials are derived from current periodicals and cases. (Prerequisite: MK 211) *3 credits*

MK 391-392 Marketing Internship

Students may take two semesters of internship, approved by the department. (Prerequisites: Students must have a GPA of 2.5 or higher, have junior standing, and do the internship in their major area.) *3 or 6 credits*

MK 397-398 Seminar in Marketing

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. (Prerequisites: Open only to seniors majoring in marketing and approved by the Department Chair. Students must have an overall grade point average of 2.5 or above and take MK 200.) *3 or 6 credits*

Interdisciplinary Sequence of Business Fundamentals**BU 100 Business Decision Making**

This is the first module of a three-semester course designed to introduce students to the principles of business management in the global environment. It focuses on the concepts, which guide the decisions of enterprises on their goals, strategy, structure, and business operations. It discusses environmental analysis, evaluation of strengths and weaknesses, mission definition and other tools of the strategy development process of enterprises. Field projects are an integral element of course, with the object of giving students early exposure to real-world business operations. *4 credits*

BU 200 Creating a Competitive Advantage

This course builds on the foundations laid in BU 100 to discuss the imperative of creating a competitive advantage in the execution of strategy. It examines the functions of the various business divisions - Production, Finance, Marketing, Accounting, Human Resources and Information Systems - in the development and implementation of strategy, and discusses the concepts relevant to their role in business operations. Field projects focus on exercises designed to provide practical experience of business operations. *4 credits*

BU 225 Business Processes and Information Technologies

This course provides the primary exposure to service and manufacturing operations management within the business core curriculum. The collection and use of operational data, as facilitated by information technology, is emphasized in the course. Topics include process modeling, quality management and control, data modeling, decision analysis, technological risk assessment and reconciliation, and project planning and control. Through a series of case studies students will apply concepts and models presented in lectures and readings to real-world business situations. (Prerequisites: BU 200 and IS 100; or BU 200, IS 100 and IS 199, which may be taken concurrently).

3 credits

BU 300 Business Strategy in the Global Environment

The apex course discusses business strategy and operations in the global context. It examines the economic, political, cultural, legal and technological dimensions of the global environment, and the strategic implications of international economy. The emphasis in field projects shifts to developing entrepreneurial skills. Workshops on entrepreneurship are conducted, and students develop a business plan for a new enterprise from concept to strategy formulation, including an international dimension.

3 credits

School of Nursing

Following page: Jeanne M. Novotny, dean of the School of Nursing



A Message from the Dean

The field of nursing has changed immeasurably since Florence Nightingale's leadership turned caring for the wounded and sick into a profession. Likewise, the education of nurses has changed dramatically. Students are entering the School of Nursing at a point in time when we are focusing on preparing students for a rapidly changing world of health care. Our goal is to establish a caring, diverse academic learning environment that provides one of the world's highest standards of nursing education.

The Fairfield University School of Nursing curriculum prepares future nurses at the baccalaureate and master's level in an exciting environment that not only includes classroom and clinical laboratory learning experiences on campus, but also opportunities to care for patients at numerous clinical sites. These sites are located in hospitals, nursing homes, clinics, and community agencies. Additionally, students are prepared for leadership roles in all health care settings.

Other key aspects of the learning that take place in the School of Nursing are the close relationships to clinical sites that offer internship programs for students during the summer months, the opportunities to interact with national nursing leaders who are present in the school at key points in time, and the study abroad programs that add to the value of a nursing education.

The achievements of the School of Nursing at Fairfield are best represented by the fact that students have the opportunity to be part of the Mu Chi Chapter of Sigma Theta Tau International, the honor society for nursing. Increasingly, students continue their education at the master's and doctoral levels.

The faculty believes that the School of Nursing offers a tremendous opportunity for undergraduate and graduate nursing education in a unique academic and professional environment. We invite you to study nursing with us at Fairfield.



Jeanne M. Novotny, Ph.D., R.N.
Dean, School of Nursing

School of Nursing

Dean: Jeanne M. Novotny

Assistant Dean: Theresa Tavella Quell

Director, Learning Resource Center: Diana R. Mager

Professors: Grossman, Lippman, MacAvoy, Wheeler

Associate Professors: Fleitas, Greiner, Manton

Assistant Professors: Campbell, Dudac, Lange, Pomarico, Wallace

The goal of the undergraduate program is to prepare the student for professional nursing practice. One of the unique features of all undergraduate programs at Fairfield is the strong liberal arts core that is integral to the curriculum. Through these courses, nursing students develop the social awareness, historical consciousness, thinking skills, aesthetic sensibility, values orientation, and foundations in art, literature and science that are hallmarks of undergraduate education. Such a program of study contributes to the development of a well-rounded person who is able to live effectively and productively in the world of today and tomorrow. The program is designed to foster the personal and professional growth that is necessary for a committed and compassionate nurse capable of providing professional care to people in whatever setting they encounter.

The curriculum of the School of Nursing provides the student with the educational experiences whereby she or he can gain a strong base in the humanities, mathematics, social sciences, and natural sciences as well as in nursing theory and practice. Students are fully integrated into the University community, and enroll in core courses with students of all majors.

Faculty members in the School of Nursing are exceptionally well qualified by both academic and clinical preparation. The small student-faculty ratio is an inherent component of the program, particularly as it relates to clinical practice. Each student is assigned to a faculty advisor who works closely with students to monitor progression through the program. Academic counseling, individualized attention and career planning are integral to the advisement process.

In the nursing program students participate in nursing practice in a variety of clinical settings. The School has affiliations with over 50 agencies including small and large hospitals, community health centers, in-patient and out-patient psychiatric institutions, and schools. Opportunities are available in urban and suburban settings, servicing both the poor and the affluent, for students to work with people of different cultures, back-



grounds and needs.

Fairfield nursing students gain community health experience through clinical rotations at the School's Health Promotion Center in Bridgeport. The Center is nationally recognized for its community health outreach program that provides care to the region's poor and underserved population. Students provide services both at the Center and at satellite sites throughout the community, offering health screenings, education, and immunization programs for children and elderly. Opportunities exist for volunteering, work-study and summer internships at the Center.

The School of Nursing building houses multimedia classrooms, faculty offices, a study/reference room for students, conference rooms, and a tiered lecture hall. The modern, multi-purpose Learning Resource Center is well-equipped with demonstration stations and current technology designed to develop and sharpen students' patient care, critical thinking, and decision-making skills.

The Learning Resource Center includes:

- simulated patient care stations
- state-of-the-art diagnostic equipment related to clinical practice
- a critical care lab station
- a multi-workstation computer lab

Upon successful completion of the program, a student receives a B.S. degree in nursing and is qualified to take the NCLEX examination for licensure as a Registered Nurse (R.N.). The School of Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the Connecticut Department of Higher Education and the Connecticut State Board of Examiners for Nursing.

The School of Nursing Philosophy

The Philosophy of the School of Nursing flows from the Mission Statement of Fairfield University, and gives definition to the Jesuit ideals of social responsibility, truth and justice. This statement addresses basic tenets held by the faculty for baccalaureate and graduate nursing education. Concepts central to individuals, health, nursing, education, and practice are defined and placed in the context of rapid technological and demographic change that interacts with a health care system that is moving from hospital to community settings.

The faculty believes that individuals are biological, psychological, social and spiritual beings who are unique members of families and of a larger social system. The interaction and communication of individuals within these systems impact upon health, harmony and well-being. Individuals are capable of autonomy in self care and respond to changes through a process unique to that person. Nurses are uniquely able to promote this autonomy and self care. Situational and developmental change represents transitional points in the life cycle that may result in disharmony and/or an opportunity for growth that impacts health and well-being.

The School of Nursing acknowledges that health and social issues are interactive, and a strong liberal arts core curriculum must provide students with the theoretical background needed to address that association. Societal values, structure and beliefs influence the health and well-being of the nation. A safe environment and universal access to quality health care is the right of all people. Professional nursing organizations exert a social and political force by actively seeking justice and quality health care.

Health is a dynamic state of physical, mental and emotional harmony that permits the individual to affirm and pursue one's own life goals. Alterations from health are a trajectory from wellness to illness with many variables affecting the quality of life along that continuum. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth, which then extends to respect and caring for others. When recovery from illness is not possible, death is viewed as the final state of life and an opportunity for further growth while compassionate support is provided.

The faculty of the School of Nursing believes that nursing

educators have the responsibility to promote caring for one another in a manner that permits intellectual, emotional and spiritual growth. Within this context, faculty strive to facilitate students' development in an environment conducive to critical thinking and ethical decision making. Technological expertise is a prerequisite for the delivery of safe, quality health care. An atmosphere conducive to academic excellence is best facilitated in a climate of mentorship, mutuality and support. Teaching strategies encourage autonomy, active involvement, leadership, problem solving, reflection, self-awareness, and advocacy, which are all central to professional nursing.

Students are viewed as holistic individuals with multifaceted roles, of which one is learner. As independent adults, students are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with a sequence of planned educational experiences, faculty offer students support, guidance and mentoring throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified entry-level practitioners, at the baccalaureate or master's level, who integrate theory and research into practice and use a critical approach to problem solving.

A diversity of educational programs enriches the School of Nursing as well as the University. A variety of undergraduate programs reflect the faculty's view that there are multiple routes to professional nursing practice. In addition, in order to prepare nurses for advanced nursing practice, master's degree programs are offered.

The baccalaureate program prepares students for professional nursing, and has as its focus the promotion of health and the diagnosis and treatment of responses to actual and potential health problems in an interpersonal context. The nursing process provides a vehicle to address the health care needs of clients.

The faculty believes that professional nurses incorporate caring and holism to help clients attain a higher degree of harmony between the mind, body and spirit that facilitates self healing. Nursing fosters caring and nurturing, with responsibility for one another being a central tenet. Nursing research is an integral part of the development and testing of theoretical concepts as they are applied and refined in practice.

The graduate program provides professional nurses

with the opportunity for advanced study, beyond the baccalaureate degree, of research, theory and clinical intervention, which form the basis of specialty nursing practice. The focus of study builds on professional nursing practice and the study of the health-illness continuum as it relates to health policy, patterns of health care delivery, and allocation of health care resources. Students and faculty collaborate in the development of innovative solutions to health care problems in order to serve as client advocates who influence decision making and bring about change through leadership that improves the health and quality of life for all members of society. Thus, graduate education fosters self-esteem, creative and critical thought, independence, accountability, enhancement of problem-solving skills, and refined clinical judgment.

Because society is rich with diverse religious, ethnic and cultural groups, professional nurses must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences. These beliefs are consistent with the value-oriented curriculum of Fairfield University which encourages a commitment to social responsibility, justice and truth. The School of Nursing brings these ideals to fruition through the education of students in professional nursing practice.

Organizing Framework

The Organizing Framework for the Fairfield University Undergraduate and Graduate Programs in Nursing defines and clarifies major concepts and subconcepts that flow from the University Mission Statement and the School of Nursing Philosophy. Those major organizing concepts are Ethics and Social Responsibility, Holism, Nursing Practice, and Professionalism.

Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and fostered in students as they progress through both the undergraduate and graduate curricula.

Nurses have a moral and ethical obligation to provide optimum health care to all members of society regardless of culture, race, gender, socioeconomic status, religion, or age. Nurses advocate within health care and political contexts. Vulnerable populations have the right to health care, and all individuals should be respected for their diversity and individuality.

Nurses consider the interplay of health and social

issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent care delivery. Students confront their own values and develop an understanding and acceptance of self and others. The study of ethics assists students in addressing ethical dilemmas and resolving value conflicts.

Holism

Human beings are unique individuals who grow in complexity throughout life ... physically, mentally, emotionally, socially, and spiritually. The interaction among human beings and between people and the many environments and cultures in which they live is considered in planning and providing care.

The physical environment includes climate, geography, air and water quality, and food purity, as they affect health and well-being. The social environment is defined by roles, relationships and a network of care, influences health and provides support. The cultural environment, which includes family norms, religious beliefs, health beliefs, health practices, and the development of values and mores, influences definitions of health and illness and determines the manner in which health problems are managed. These environments and their interactions with human beings are integral to a holistic perspective.

Nursing Practice

Nurses work with individuals, families, groups, communities, and the larger society in providing care. As students engage in clinical practice, they consider the complex interactions among individuals, families and communities, and analyze how those interactions influence health.

Nursing practice integrates scientific problems solving with holistic caring. It is done most often through the nursing process, which requires independent decision-making and critical thinking.

Based on research and theoretical knowledge, the nursing process is used as a problem-solving approach to analyzing information and prioritizing patient care needs. Integral to this are patient care management of both individuals and groups, and delegation skills.

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing care needs, and plan and deliver culturally-competent care that promotes, maintains or restores health. Health promotion, health maintenance and health restoration are concepts that are integral to both the undergraduate and graduate curricula. Health is examined from a wellness-illness perspective. The role of the nurse is conceptualized as helping clients across the life span maximize their optimum potential.

Health promotion consists of those nursing activities

that foster growth, development, and healthy lifestyles; it includes disease prevention and health education strategies that respect the client's health beliefs and practices and are based on a broad theoretical foundation. Health maintenance activities provide the means for the early detection of dysfunction and the management of acute and chronic illness. Health restoration interventions focus on helping clients cope with and adapt to dysfunction, disability or limitations.

Professionalism

Professional socialization is the process by which behaviors and characteristics of the nursing profession are internalized. Characteristics of professional nursing practice include critical thinking, decision-making and accountability. Behaviors integral to professional nursing's role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession.

As professionals, nurses function as integral members of multidisciplinary teams, engage in interdependent roles, and collaborate with other health care providers, clients, and family members. Collaborative nursing practice requires that nurses be confident in their clinical competence and assume responsibility for decision-making. An expertise in therapeutic communication and assertiveness is critical.

As students progress through the program, they internalize additional elements of the concept of professionalism, such as political awareness (and how such issues affect nursing practice and patient care) and health policy awareness. Students facilitate collaborative processes, make referrals to other health care providers, teach others, confer with the individuals and groups being served, and strategize to shape health policy at various levels. The purpose of this collaborative, interdisciplinary activity is to improve care through education, consultation and management.

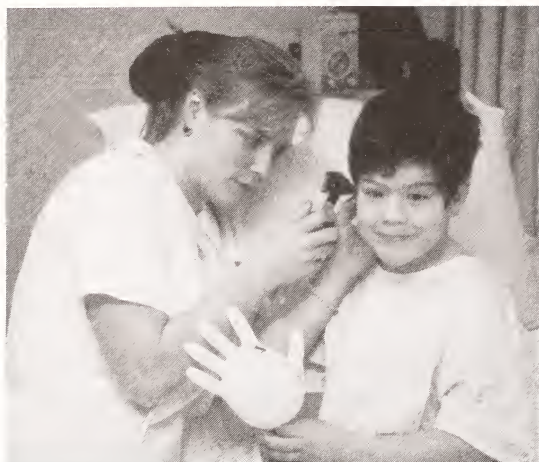
Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care and potentiate health.

Undergraduate students are introduced to the research



process, develop the skills of critiquing published research, explore the interrelation among research, theory and practice, and use research as a basis for their practice. Graduate students engage in an in-depth analysis of the state of nursing science, perform concept analyses, and conduct a research project. They are expected to contribute to the validation of nursing theories, develop therapeutic interventions with measurable outcomes, integrate research activities into their practice, and contribute to the development of nursing's body of knowledge.

Leadership skills are essential to shape the future of health care, and management skills are needed to facilitate the processes of creating that future. The development of leadership skills is required to help others attain goals and possibilities and to facilitate and effect change. The development of leaders in nursing is fostered throughout the curriculum. Participation in professional organizations and groups, role modeling, client advocacy, political activism, and fostering a learning environment by mentoring and precepting others is expected.



UNDERGRADUATE PROGRAM OBJECTIVES

1. Demonstrate effectiveness in providing therapeutic nursing care, managing information and promoting self care competence of culturally diverse individuals, families, groups and communities.
2. Employ a variety of technologies and other therapeutic modalities with sensitivity and caring.
3. Make sound clinical judgments based on nursing science and related theory, using critical thinking and ethical decision-making.
4. Collaborate with patients, health care professionals, and others within an interdisciplinary team in planning, delegating, implementing and evaluating specific patient outcomes.
5. Communicate with clarity, purpose, and sensitivity using a variety of methods.
6. Identify clinical problems and apply research findings in order to promote evidenced based and creative practice in maintaining and restoring health.
7. Synthesize knowledge from the humanities and sciences in providing care that is holistic, visionary, culturally competent, fiscally responsible, and socially relevant.
8. Demonstrate accountability for professional growth, the provision of nursing care, and lifelong learning.
9. Advocate for patients, consumers and the nursing profession through involvement in the political process, and health/patient care policies and practices.

Nursing Curriculum

The four components of the School of Nursing's undergraduate program are:

The core curriculum

Nursing students must complete the core curriculum that is required of all Fairfield undergraduates, with the exception that nursing students meet either the visual and performing arts or the language requirement.

Natural and social sciences

Students take one semester of chemistry and three semesters of biology that include anatomy, physiology, and microbiology. Because the social sciences form an important part of the foundation for nursing practice, students also take courses in psychology.

Nursing courses

Classroom instruction in nursing theory and skills begins in the sophomore year and continues throughout the undergraduate program. Nursing courses are comprised of both theoretical and clinical components. With each passing year clinical work increases, until by the senior year, a significant portion of time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that students obtain the breadth and depth of clinical experience needed, the School has associations with many clinical facilities, including private hospitals, veterans hospitals, clinics, outpatient departments, rehabilitation centers, public health departments, long-term care facilities, home care agencies, community health centers, schools, and its own Health Promotion Center in Bridgeport. Students provide their own transportation to clinical agencies.

Electives

Three free electives in the curriculum plan provide an opportunity to explore topics of interest to the student, including the liberal arts, nursing, independent study, and minor options.

Bachelor of Science*(Major in Nursing)*

Curriculum Plan

First Year*Fall*

Philosophy/Religion 10	Credits	3
English 11		3
Language/Visual Performing Arts		3
History 30		3
Developmental Psychology 163		3
		15

First Year*Spring*

Philosophy/Religion 10	Credits	3
English 12		3
Language/Visual Performing Arts		3
Chemistry 84		4
Math 19		3
		16

Sophomore*Fall*

Biology 107 Anatomy & Physiology I	Credits	4
Nursing 110 Intro to Professional Nursing		3
Philosophy/Religion Elective		3
Nursing 112 Health Care Delivery		3
History Elective		3
		16

Sophomore*Spring*

Biology 108 Anatomy & Physiology II	Credits	4
Biology 151 Microbiology		4
Abnormal Psychology 151		3
Nursing 270 Health Assessment		4
		15

Junior*Fall*

Nursing 301 Patterns of Wellness	Credits	4
Nursing 303 Concepts of Pathophysiology & Pharmacology		3
Nursing 305 Mental Health Nursing		4
Nursing 307 Therapeutic Nursing		3
Math 17		3
		17

Junior Year*Spring*

Nursing 310 Research in Nursing	Credits	3
Nursing 312 Patterns of Illness I		5
Nursing 314 Nursing of Women and the Childbearing Family		4
Ethics of Health Care		3
		15

Senior Year*Fall*

Nursing 321 Professional Nursing: Leadership and Management	Credits	3
Nursing 323 Nursing of Children and Family		4
Nursing 325 Patterns of Illness II		5
Philosophy/Religion Elective		3
Elective		3
		18

Senior Year*Spring*

Nursing 330 Community Health and the Elderly	Credits	4
Nursing 332 Transition: Professional Nursing Practice		3
Elective		3
English Elective		3
Elective		3
		16

TOTAL CREDITS:**128**

Progression in the Nursing Curriculum

Nursing students must follow all University educational policies and general regulations including those regarding academic progress.

The sciences and nursing courses are sequential and are prerequisites to other courses. Students may not progress with an incomplete ("I") in a prerequisite course. Because of the special nature of the nursing curriculum, Human Anatomy and Physiology (BI 107-108), and Microbiology (BI 151) must be completed successfully with a minimum grade of "C" or better in order for students to progress in the course sequence for the nursing major.

All students must earn the minimum grade of C+ (77) in all nursing courses to continue in the program. Students who do not obtain a grade of C+ or better in a nursing course may repeat the course once. A grade of less than C+ in two nursing courses (including a repeated course) will result in dismissal from the School of Nursing. The clinical component of all clinical nursing courses is graded on a pass/fail basis. Students must pass both the theory and clinical component of a course to pass the entire course, regardless of their grade in the theory component. Students who fail to earn the minimum grade in either component of a clinical course must repeat the entire course.

Health and Professional Requirements

Nursing majors must be certified in cardiopulmonary resuscitation (CPR) by September 1 of the junior year and remain certified throughout the nursing program. Health Care Provider (American Heart Association) or Professional Rescuer (American Red Cross) is the minimum requirement. Please note that the American Heart Association certifies for two years. All health requirements and OSHA training requirements must be met each year prior to clinical practica. To attend clinical students must provide a physical examination and non-reactive Mantoux test yearly. Proof of immunization must be provided for the following: hepatitis, varicella, measles, mumps, rubella and diphtheria-tetanus.

Continuous Assessment

All nursing students must participate in a comprehensive nationally standardized assessment program. This total testing program will allow close monitoring of student progress and serve as the basis for individualized advisement. A testing fee will be included for all nursing students in appropriate semesters.

Program Options for Adult Learners

Admission

Students interested in pursuing a bachelor's degree in nursing may attend full or part time. Classes are available during the academic year, and in the summer. Adult learners, part-time students and Registered Nurses are admitted through the University College. All students must have a GPA of 2.5 to declare a nursing major.

Core requirements

One of the unique features of all undergraduate programs at Fairfield is the strong liberal arts core that is integral throughout. Through these courses, Nursing students develop the social awareness, historical consciousness, thinking skills, aesthetic sensibility, numerical understanding, values orientation, and foundations in art, literature and science that are hallmarks of undergraduate education. Such a program of study contributes to the development of a well-rounded person who is able to live effectively in the world of today and tomorrow

Course requirements in the liberal arts and required supportive courses can be met by challenge examinations, transfer credits from other academic institutions, or enrollment in specific courses. Courses are accepted in transfer from other accredited colleges and universities on the basis of a satisfactory ("C" or better) academic record and course equivalency. The School of Nursing suggests that all prerequisite courses be completed within the 10 years prior to the first nursing course. For courses older than 10 years, credit will be accepted, however, it is expected that students will review that material to ensure that their knowledge of the subject matter is current. We feel that students can maximize their potential for success in the nursing program with a strong foundation that is provided by these courses. A minimum of 60 credits, including the last 30 credits for the degree, must be taken at Fairfield University (including 53-55 credits in nursing – see curriculum plans). Most students are required to enroll in at least one semester as a full-time student.

Adult Student Core Courses

Humanities (12 Courses)

English Composition (3)
 English Literature (3)
 Western Civilization (3)
 History elective (3)
 Visual & Performing Arts (2 courses - 6 credits)
 or 2 modern languages at intermediate level (6)
 Philosophy (3)
 Ethics (3)
 Religion (3)
 Humanities (three courses)* (9)

*Select from Classics, Communication,
 or any of above disciplines

General Electives (2 courses - 6 credits)

Social Science (4 courses from at least 2 disciplines)

Developmental Psychology (3)
 Abnormal Psychology (3)
 Social Science not Psychology (6)

Math and Science (5 courses)

Anatomy & Physiology I (4)
 Anatomy & Physiology II (4)
 Microbiology (4)
 Chemistry (4)
 Statistics (3)

Part-time Nursing Program Option

Fairfield University School of Nursing offers a traditional BSN degree for adult learners who have an associate degree or are not college graduates. Depending upon the number of general education courses completed prior to application, students may complete the program in a minimum of three years. Students begin classes in the fall semester and the program is individualized to meet the unique needs of each student. Some core requirements may be met through challenge exams or transfer of credit from approved academic institutions.

First Fall Semester (6)

NS 110 Introduction to Professional Nursing (3)
 NS 112 Health Care Delivery Systems (3)

First Spring Semester (7)

NS 270 Health Assessment (4)
 NS 310 Research in Nursing (3)

Second Fall Semester (14)

NS 301 Patterns of Wellness (4)
 NS 303 Concepts of Pathophysiology
 and Pharmacology (3)
 NS 305 Mental Health Nursing (4)
 NS 307 Therapeutic Nursing Interventions (3)

Second Spring Semester (9)

NS 312 Patterns of Illness I (5)
 NS 314 Nursing of Women and
 Childbearing Family (4)

Third Fall Semester (12)

NS 321 Leadership & Management (3)
 NS 323 Nursing of Child & Family (4)
 NS 325 Patterns of Illness II (5)

Third Spring Semester (7)

NS 330 Community Health and the Elderly (4)
 NS 332 Transition: Professional Nursing Practice (3)



Bachelor of Science Second Degree Program

The School offers the nursing curriculum in an accelerated form for persons holding a baccalaureate degree in another field. Upon completion of prerequisite courses, students matriculate and complete degree requirements in approximately 15 months.

Prerequisites: Abnormal Psychology (3), Statistics (3), Growth & Development (3), Anatomy & Physiology (8), Microbiology (4), and Chemistry (3). Selected prerequisites may be transferred in or credits earned via challenge exam.

Summer #1	Credits
Nursing 110 Intro to Professional Nursing	3
Nursing 270 Health Assessment	3
Nursing 303 Basic Concepts of Pathophysiology and Pharmacology	3
Nursing 307 Therapeutic Nursing Interventions	4
	<u>13</u>

Fall #1	Credits
Nursing 112 Health Care Delivery Systems	4
Nursing 301 Patterns of Wellness	3
Nursing 305 Mental Health Nursing	4
	<u>11</u>

Winter Intercession	
Nursing 321 Professional Nursing: Leadership and Management	3

Spring #1	Credits
Nursing 310 Research in Nursing	5
Nursing 312 Patterns of Illness I	5
Nursing 314 Nursing of Women and the Childbearing Family	4
Nursing 323 Nursing of Children and Family	4
	<u>16</u>

Summer #2	Credits
Nursing 325 Patterns of Illness II	5
Nursing 330 Community Health and the Elderly	4
Nursing 332 Transition: Professional Nursing	3
	<u>12</u>

RN to BSN Program

The RN-BSN program individualizes learning experiences for completion of the degree. The sequence of courses for Registered Nurse students is designed to build on existing knowledge and skills and integrates a professional, research-based, family-oriented, community-focused perspective.

Advanced Placement in Nursing for Registered Nurses

Registered nurse students may earn advanced placement in the nursing major for a maximum of 30 credits. Advanced placement is awarded upon successful completion of challenge examinations, portfolio assessment, or through the articulation agreement among nursing programs. The RN-BSN program individualizes learning experiences for completion of the degree.

Nursing Major RN to BSN Program Curriculum Plan

- NS 250 Professional Nursing (3)
- NS 270 or NS 504 Health Assessment (4)
- NS 310 or NS 341 Research in Nursing (3)
- NS 321 or NS 352 Professional Nursing: Leadership and Management (3)
- NS 350 Issues or NS Elective (3)
- NS 330 or NS 345 Community Health of the Elderly (4)
- NS 356 Transition: Professional Nursing (3)

Total Credits for Nursing Courses: 23

Advanced Placement (30 credits)

- By Articulation
- or
- By NLN Exam
 - Adult Health
 - Maternity & Child Nursing
 - Psych Mental Health Nursing
- or
- By Portfolio Assessment

Nursing Study Abroad

The School of Nursing offers a Study Abroad opportunity at Harlaxton College, in England. While in England students choosing this option take liberal arts, leadership, and community health nursing courses in which they have clinical experience under a system financed by the British National Health Service. The Harlaxton Nursing Study Abroad Program is open to Fairfield University nursing students who have successfully completed the spring semester of the sophomore year and have a GPA of 2.8 or better. Students study at Harlaxton College in Grantham, England, 110 miles north of London. Approximately 150 American college students attend Harlaxton each semester. The students take one 6-credit British studies course that may transfer to Fairfield as history, English literature, art history, or free elective credit in addition to Nursing Leadership and Wellness. Students take statistics in the sophomore year and two nursing courses in the summer prior to departure. Upon return, students continue in the traditional nursing progression with some minor adjustments and graduate on time with their class.

Nursing Study Abroad

Curriculum Plan

First Year

<i>Fall</i>	Credits
Philosophy/Religion 10	3
English 11	3
Language/Visual Performing Arts	3
History 30	3
Developmental Psychology 163	3
	<u>15</u>

First Year

<i>Spring</i>	Credits
Philosophy/Religion 10	3
English 12	3
Language/Visual Performing Arts	3
Chemistry 84	4
Math 19	3
	<u>16</u>

Sophomore

<i>Fall</i>	Credits
Biology 107 Anatomy & Physiology I	4
Nursing 110 Intro to Professional Nursing	3
Philosophy/Religion 10	3
Nursing 112 Health Care Delivery	3
Math 17	3
	<u>16</u>

Sophomore

<i>Spring</i>	Credits
Biology 108 Anatomy & Physiology II	4
Biology 151 Microbiology	4
Abnormal Psychology 151	3
Nursing 270 Health Assessment	4
	<u>15</u>

Summer Session

<i>Between Sophomore and Junior Year</i>	Credits
Nursing 303 Concepts of Pathophysiology and Physiology	3
Nursing 307 Therapeutic Nursing	3
	<u>6</u>

Junior

<i>Fall</i>	Credits
Nursing 301 Patterns of Wellness	4
Nursing 321 Professional Nursing: Leadership and Management	3
British Studies	6
Nursing Study Abroad (free elective)	3
	<u>16</u>

Junior Year

<i>Spring</i>	Credits
Nursing 310 Research in Nursing	3
Nursing 312 Patterns of Illness I	5
Nursing 314 Nursing of Women and the Childbearing Family	4
Ethics of Health Care	3
	<u>15</u>

Senior Year

<i>Fall</i>	Credits
Nursing 305 Mental Health Nursing	4
Nursing 323 Nursing of Children and Family	4
Nursing 325 Patterns of Illness II	5
History Elective	3
	<u>16</u>

Senior Year

<i>Spring</i>	Credits
Nursing 330 Community Health and the Elderly	4
Nursing 332 Transition: Professional Nursing Practice	3
Philosophy/Religion 10	3
Elective	3
	<u>13</u>

Total Credits:

128

Graduate Program

(Refer to the graduate catalog for further information).

Practitioner Track

The School of Nursing Graduate Program prepares nurse-practitioners in family, adult, and psychiatric-mental health practice. Upon completion, graduates are eligible to take professional certification examinations and be licensed as Advanced Practice Registered Nurses (APRNs).

Health Care Systems Track

The Health Care Systems Track in the graduate program offers courses in collaboration with the Charles F. Dolan School of Business. Upon completion graduates are eligible to take the Nursing Administration Advanced Examination through the American Nurses Credentialing Center (ANCC).

RNs with a Bachelor's Degree in Nursing

The full-time program for those who are registered nurses with a baccalaureate degree in nursing requires two academic years and the interim summer for completion. Part-time studies are also offered. This program has been specifically developed to accommodate the needs of adult learners and students with full-time work schedules.

RNs with a non-Nursing Bachelor's Degree

Registered Nurses with a non-nursing bachelor's degree may be admitted directly to the School of Nursing Graduate Program. Students in this program do not earn a BSN degree. Prerequisites for graduate level nursing courses include Statistics (including descriptive and inferential), Health Assessment and Community Health.

Graduate Entry Into Nursing Practice

(non-nurses with a non-nursing Bachelor's degree)

This program is available for non-nurses who have a non-nursing baccalaureate degree and wish to pursue licensure as a registered nurse and a Master of Science degree. No baccalaureate degree is awarded. The program requires three years of full-time study; students are eligible to take the national licensing exam (NCLEX) to be granted RN licensure after 15 months of study, and complete their MSN in an additional 21 months full-time.

Post-Master's Certificate Program

This option is a 30- to 39-credit program of study for those individuals who already have a master's degree in nursing. Credit requirements depend upon previous graduate level courses taken and selected program concentration. Post-master's certificates are available in the Adult, Family and Psychiatric Nurse Practitioner concentrations.

Bachelor of Science Course Descriptions

Courses described below are nursing courses only. As stated previously, all nursing students are required to take the core curriculum and designated support courses. Descriptions of core curriculum courses – as well as descriptions of other science and social science courses required of nursing students – may be found in the College of Arts and Sciences section of the catalog.

NS 110 Introduction to Professional Nursing

This course serves as a foundation to the development of the nurse as a professional person. Central to this is the awareness and acceptance of self. The process of critical thinking/judgment as an approach to the planning and delivery of nursing care to individuals, families, groups and communities is introduced. Discussion of nursing's history and accomplishments will serve as the cornerstone for the advancement of professional behaviors including scholarship, communication, collaboration, personal responsibility/accountability, integration of research and practice, and peer and self-evaluation.

(42 theory)

3 credits

NS 112 Health Care Delivery Systems

The health care delivery system in the United States is explored through issues related to conceptual, historical, economic, political, and technological developments. Emphasis is given to ethical and legal aspects of our current system that remain unresolved, such as access to care, type of services to provide, and roles within the system. Consumer use of traditional, alternative, and experimental therapies are discussed. This course is designed to give an interdisciplinary perspective to students interested in health care from any field of study. The course includes a required 5 hours of service learning volunteer involvement in a health-related organization.

(42 theory)

3 credits

NS 270 Health Assessment

This course introduces the student to the knowledge and skills of health assessment of clients throughout the life span, with consideration of cultural and ethnic variations. Critical thinking and communication are essential components of health assessment. Lecture, discussion, demonstration, supervised and individual practice, and opportunities to develop self-evaluation skills through analysis of video recordings of performance are used to help students develop skills in interviewing, taking a health history, and completing a physical examination. Students organize and prioritize data using Functional Health Patterns, and record assessment data on designated forms. In addition, this course provides a separate one-credit laboratory module designed to complement the Physical Assessment skills. Students use the SON Learning Resource Center to develop skills pertaining to infection control, body mechanics and client hygiene. (Prerequisites: BI107, CH 84, NS 110; Co-requisites: BI 108, BI 151)
(28 theory, 56 lab hours) 4 credits

NS 301 Patterns of Wellness

This course explores factors that influence the degree of health and wellness experienced by individuals across the life span. Epidemiology provides a framework for the assessment of risk and the management of common health problems. Students have opportunities to promote wellness through clinical experiences with healthy children and adults. How people make health related decisions, what risks threaten their health, and what reasons they give for adopting particular lifestyles, are examined. Spirituality and culture are addressed as well with particular attention devoted to assessment techniques and intervention strategies. Students learn both traditional and (alternative) complementary therapeutic techniques to enhance health. (Prerequisites: NS 270, BI 108, BI 151)
(42 theory, 42 clinical) 4 credits

NS 303 Basic Concepts of Pathophysiology & Pharmacology

This course is a study of physiological life processes of persons. Normal physiology with a focus on deviations from normal will be discussed with a particular emphasis on exemplar cases. The stress response is examined as well as the interaction of stress on inflammatory, healing, immune, and regulatory functioning. Pharmacological and nutritional kinetics and dynamics are discussed as therapeutic strategies for treating alterations in normal life processes. (Prerequisites: NS 270, BI 108, BI 151)
(42 theory) 3 credits

NS 305 Mental Health Nursing

The focus of this course is nursing care of clients from diverse backgrounds with mental illness. Holistic care is provided through various psychotherapeutic approaches using the nursing process. Emphasis is on critical decision making with clinical practica providing the student with the opportunity to develop therapeutic communication skills and therapeutic use of self. Cultural, ethical and legal issues that have the potential to impact the care clients and their families receive are also addressed. (Prerequisites: NS 270, BI 108, BI 151, PY 163, PY 151)
(42 theory, 42 clinical) 4 credits

NS 307 Therapeutic Nursing Interventions

This course focuses on the provision of safe and effective care related to the basic needs of clients of all ages using common nursing technical skills with consideration of cultural and ethnic variations. Psychomotor skills are introduced that address various nursing interventions that help the client to maintain physical well-being. Such interventions include: wound care; administration of oral, parenteral and intravenous medications; glucose monitoring; and measures to assist with urinary and bowel elimination, as well as nasogastric and respiratory care. The School of Nursing Learning Resource Center provides opportunities to use critical thinking in skill practice, interactive learning, supervised return demonstration, and hypothetical clinical situations. (Prerequisites: NS 270, BI 108, BI 151, MA 19)
(14 theory, 56 lab) 3 credits

NS 310 Research in Nursing

This course provides an introduction to the research process and its application to scholarship in clinical practice. Students learn to be consumers of research through a review of the literature, critique of research, and identification of methods appropriate to study specific practice-related problems. Emphasis is placed on critical thinking and writing skills. Consideration is given to ethical, economic, technological, and statistical dimensions. Application is made to clinical research, evidence-based practice, and quality improvement. (Prerequisites: NS 110, MA 17)
(42 theory) 3 credits

NS 312 Patterns of Illness I

This course introduces the student to illnesses that are most frequently occurring in the U.S. adult population. Included in the discussion of these illnesses are components of the nursing process: assessment, diagnoses, interventions and expected outcomes. Specific therapeutic interventions, both independent and collaborative are discussed, including indications for their use and evaluation of their effectiveness. Use of case examples is extensive. Performance of selected skills will also be achieved during this course. Included in the course is clinical practicum with an acutely ill adult population. (Prerequisites: NS 301, NS 303, NS 305, NS 307 or permission of the instructor)
(42 theory, 84 clinical) 5 credits

NS 314 Nursing of Women and the Childbearing Family

This course is designed to provide students with the opportunity to master the knowledge and skills necessary to assist the family to cope with changes in their reproductive needs, reproductive health issues, and gynecological challenges. Reproductive needs include the childbearing cycle: pregnancy, childbirth, postpartum, care of the healthy newborn and prenatal, intrapartal and post-partal complications. Reproductive health issues covered in this class include: infertility, family planning, menarche and menopause. Gynecological challenges on which we focus are breast and reproductive tract surgery. Ethical and legal aspects of reproductive issues will be integrated throughout the course. Nursing theories and research findings related to reproductive health will be discussed more generally regarding theory. (Prerequisites: NS 301, NS 303, NS 305, NS 307 or permission of the instructor)
(42 theory, 42 clinical) 4 credits

NS 321 Professional Nursing: Leadership and Management

This course immerses students in issues and concepts central to professional nursing. It examines political, social and legal systems that affect the image of nursing and influence its role definition. Organizational dynamics and theories of leadership and management are considered, with case studies and concurrent clinical practica providing the foundation for theory integration. Critical reflection and creative planning are facilitated through experiential projects that involve acute care and community-based practice settings. (Prerequisites: NS 110, NS 112, NS 312, or permission of the instructor)
(28 theory, 42 clinical) 3 credits

NS 323 Nursing of Children and Family

This course focuses on the nursing care of children, adolescents, and families dealing with health and developmental challenges of childhood. In addition, health promotion needs of childrearing families are explored. Clinical resources reflect the trend towards community-based care, with student experiences in community agencies (schools, rehabilitation sites, and day care settings), as well as in acute care settings. The course employs a developmental perspective through which major causes of morbidity and mortality are examined. Health problems are introduced via case studies that serve as vehicles for the integration of multicultural and multidisciplinary perspectives. Students are challenged to develop both critical and creative reasoning skills in working through the cases, and are guided in the use of developmentally and empathically appropriate communication strategies. (Prerequisite: NS 312)
(28 theory, 84 clinical) 4 credits

NS 325 Patterns of Illness II

This course integrates knowledge learned in Patterns of Illness I and introduces the student to other patterns of illness. Discussion involves the components of the nursing process: assessment, diagnoses, interventions, and expected outcomes of patients throughout the adult lifespan. Specific therapeutic interventions, both independent and collaborative are discussed including indications for their use and evaluation of their effectiveness. Using case studies is a frequent teaching strategy. Included in the course is clinical practicum working with high acuity patients across the adult lifespan. (Prerequisites: NS 310, NS 312)
(42 theory, 84 clinical) 5 credits

NS 330 Community Health and the Elderly

The focus of this course is on the provision of safe and effective care to older adults and their families living in community and group settings. Special attention is given to 1) the process of aging and health problems associated with older adults, and 2) the promotion of health and the prevention of disability in older adults. This course synthesizes learning, with specific application to various population groups of older adults. Through the use of a group community assessment project, community characteristics are identified and analyzed with respect to planning strategies for intervention and evaluation to meet the special needs of people over 65 years of age. It is expected that students will complete a detailed physical assessment and assessment of client needs as part of a series of home visits. Group discussion of case studies, plus presentations by providers of community services for the elderly, assist students in developing an appreciation for the complex care needs of this at-risk population. (Prerequisites: NS 314, NS 321, NS 323, NS 325 or permission of the instructor)
(28 theory, 84 clinical) 4 credits

NS 332 Transition: Professional Nursing Practice

This capstone course addresses health promotion, maintenance and restoration with clients in a variety of health care settings. Students are placed in selected health care settings in which they can practice under the supervision of a staff nurse preceptor. The focus is on moving students toward autonomous professional nursing practice within their clinical setting. Functional health patterns provide the framework for giving care. Nursing theories are explored for their relevance and utility to nursing practice. Students have an opportunity to apply leadership principles in coordinating care for groups of clients. Decision-making, collaboration, autonomy and outcome evaluation are emphasized. Weekly conferences are held to discuss professional, clinical and health policy issues. (Prerequisite: NS 314, NS 321, NS 323, NS 325, NS 330)
(126 clinical) 3 credits

RN Courses**NS 250 Professional Nursing**

This course is designed to orient the registered nurse to baccalaureate nursing education and to facilitate re-entry into a new educational system. The scope and aims of professional nursing practice are articulated in the study of concepts and issues of multiple aspects of health care delivery and education. School of Nursing philosophy and conceptual framework are examined. (Prerequisite: Connecticut RN license or academic transcript)
(42 theory) 3 credits

NS 270 Health Assessment

This course introduces the student to the knowledge and skills of health assessment of clients throughout the life span, with consideration of cultural and ethnic variations. Critical thinking and communication are essential components of health assessment. Lecture, discussion, demonstration, supervised and individual practice, and opportunities to develop self-evaluation skills through analysis of video recordings of performance are used to help students develop skills in interviewing, taking a health history, and completing a physical examination. Students organize and prioritize data using Functional Health Patterns, and record assessment data on designated forms.

In addition, this course provides a separate one-credit laboratory module designed to complement the Physical Assessment skills. Students use the SON Learning Resource Center to develop skills pertaining to infection control, body mechanics and client hygiene. (Prerequisites: Bio107, Chemistry 84, NS 110; Co-requisites: Bio 108, Bio 151)
(28 theory, 56 lab hours) 4 credits

NS 310 Research in Nursing

This course provides an introduction to the research process and its application to scholarship in clinical practice. Students learn to be consumers of research through a review of the literature, critique of research, and identification of methods appropriate to study specific practice-related problems. Emphasis is placed on critical thinking and writing skills. Consideration is given to ethical, economic, technological, and statistical dimensions. Application is made to clinical research, evidence-based practice, and quality improvement. (Prerequisites: NS 110, MA 17)
(42 theory) 3 credits

NS 321 Professional Nursing: Leadership and Management

This course immerses students in issues and concepts central to professional nursing. It examines political, social and legal systems that affect the image of nursing and influence its role definition. Organizational dynamics and theories of leadership and management are considered, with case studies and concurrent clinical practice providing the foundation for theory integration. Critical reflection and creative planning are facilitated through experiential projects that involve acute care and community-based practice settings. (Prerequisites: NS 110, NS 112, NS 312)

(28 theory, 42 clinical)

3 credits

NS 330 Community Health and the Elderly

The focus of this course is on the provision of safe and effective care to older adults and their families living in community and group settings. Special attention is given to 1) the process of aging and health problems associated with older adults, and 2) the promotion of health and the prevention of disability in older adults. This course synthesizes learning, with specific application to various population groups of older adults. Through the use of a group community assessment project, community characteristics are identified and analyzed with respect to planning strategies for intervention and evaluation to meet the special needs of people over 65 years of age. It is expected that students will complete a detailed physical assessment and assessment of client needs as part of a series of home visits. Group discussion of case studies, plus presentations by providers of community services for the elderly, assist students in developing an appreciation for the complex care needs of this at-risk population. (Prerequisites: NS 314, NS 321, NS 323, NS 325 or permission of the instructor)

(28 theory, 84 clinical)

4 credits

NS 356 Transition: Professional Nursing Practice

This course challenges RN students to facilitate change in a clinical setting for the purpose of positively influencing patient care in health promotion, health maintenance, and/or health restoration. Through clinical experiences and the implementation of an individually-designed project, students further develop their critical thinking and communication skills, demonstrate the application of research, leadership, management, education and therapeutic nursing principles, and are helped to make the transition to a more autonomous, professional level of practice. (Prerequisites: NS 310, NS 321, NS 330)

(21 seminar, 63 clinical hours)

3 credits

Nursing Electives

NS 225 Women's Health

The significance of sex and gender in the historical and contemporary experiences of women as recipients and providers of health care are explored in this course. An overriding theme is the medicalization of women's bodies and minds. Students must have an e-mail account to take this course.

(42 theory)

3 credits

NS 262 Health in Rural Appalachia

This course focuses on the culture and mores of rural Appalachia, and the effect of these, with poverty and environment, on health. Problems common in the region are discussed. Social justice implications are explored, particularly as they relate to issues of race, class, and gender.

(42 theory)

3 credits

NS 274 Genetics for Health Sciences

Fundamental concepts of inheritance and probability are covered. Genetic concepts are incorporated into all areas of health and disease. Ethical, legal and social issues are included and case histories are utilized in class discussion.

(42 theory)

3 credits

NS 360 Critical Care Nursing

This course introduces critical care nursing. Focus is on nursing diagnosis and management of patients with cardiovascular, pulmonary, gastrointestinal, renal, neurological and multi-system alterations. Frequently used medications and basic EKG interpretation are covered. (Prerequisite: NS 325)

(42 theory)

3 credits

NS 364 Clinical Practice in Appalachia

In this clinical course, students spend one week (spring break) in Appalachia working with public health nurses as they care for residents in the community. Enrollment is limited and by permission of the faculty.

(42 clinical)

1 credit

NS 397 Nursing Study Abroad

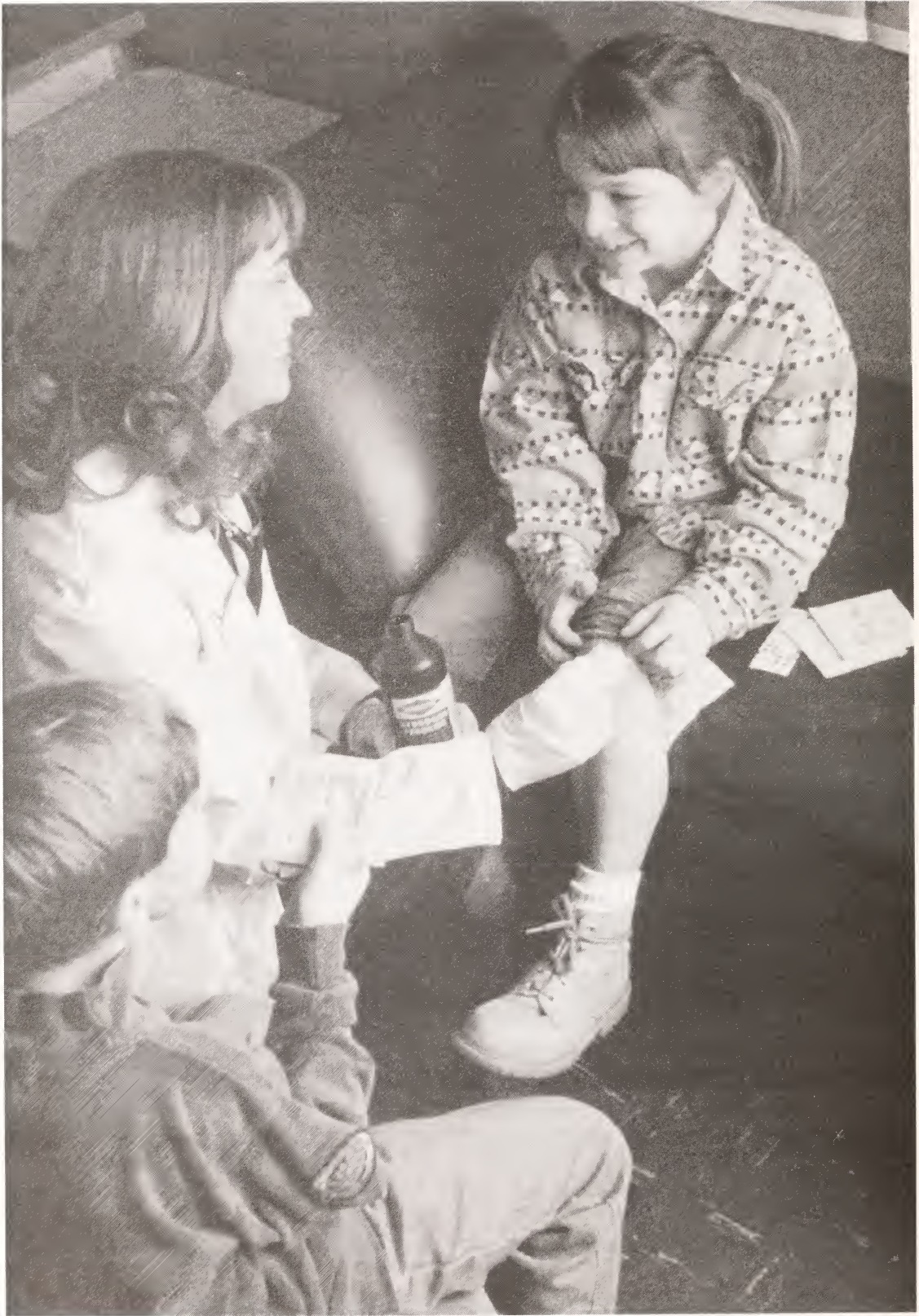
This independent study is designed to familiarize students with the current state of the National Health Service (NHS) in the United Kingdom and the role of the nursing profession within the Service. The focus is on the historical events leading to the formation of the Service, the way in which policies are made and implemented, the impact of the health services on consumers and providers, factors leading to current reforms and the changing role of the nurse. (Prerequisite: permission of the instructor)

(By special arrangement)

3 credits

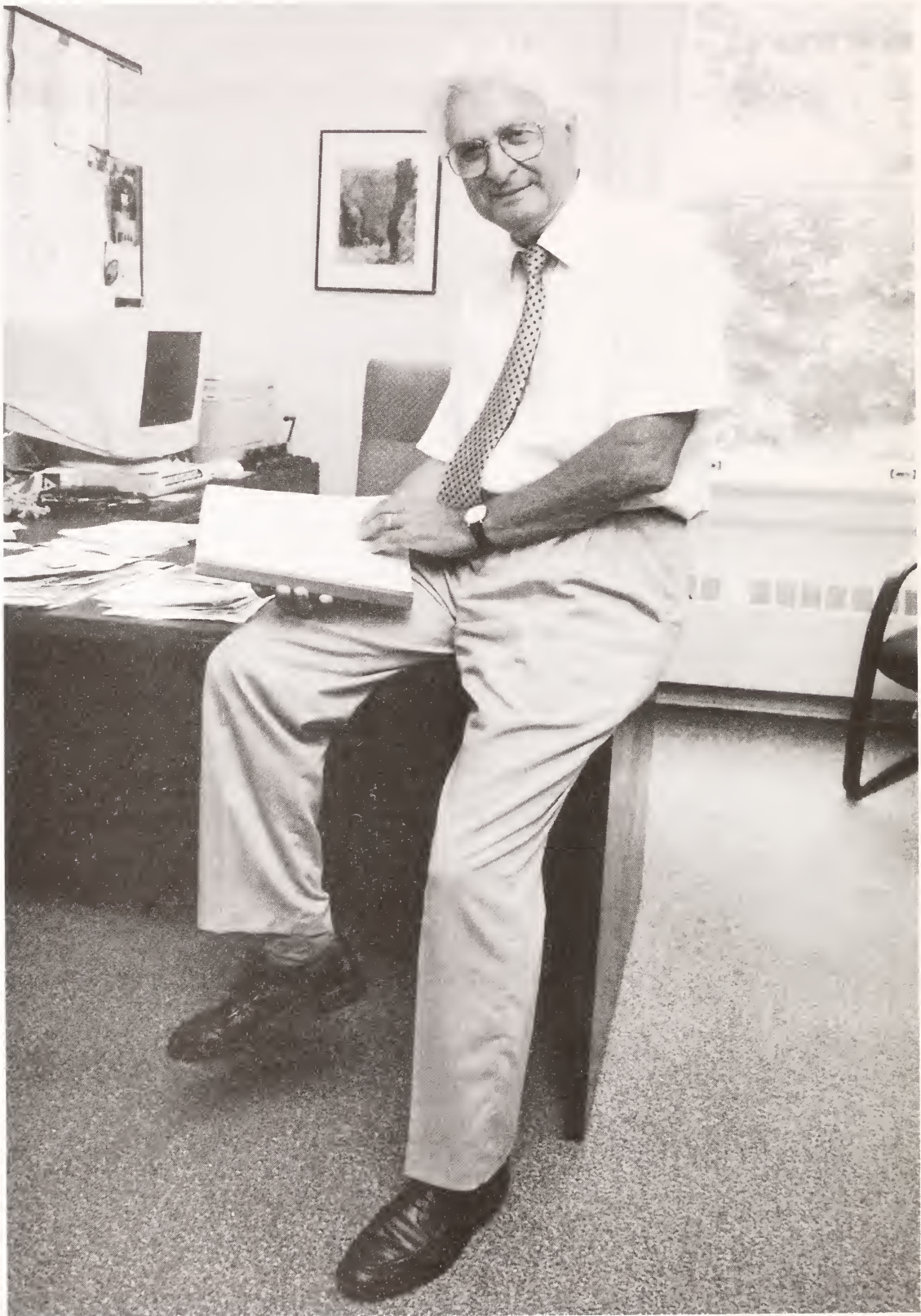
NS 399 Nursing Independent Study

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. (Prerequisite: Permission of the Instructor and Dean)



School of Engineering

Following page: Dr. Evangelos Hadjimichael, dean of the School of Engineering



A Message to Students

Welcome to the School of Engineering of Fairfield University where we are devoted to serving students pursuing undergraduate and graduate engineering degrees. The School provides the opportunity to students to combine study with experience and professional practice through industrial internships, offering the prospect for the best in engineering education. The engineering faculty and counselors are professionals active in the technology that energizes industry and business.

In the following pages in this catalog you will find an explicit description of the academic goals that are at the core of the mission of the School of Engineering. As expected, these goals dictate the engineering curricula and degree requirements described in the catalog. The curricula include a robust liberal arts core of courses - the hallmark of Fairfield's education - that aim to endow our engineering graduates with competencies in oral and written communications, a cultural orientation, a sense of ethical and social responsibility, leadership and teamwork. Our ambition in the School of Engineering is to enable all our students to assume positions of technical leadership and professional responsibility, and to achieve full satisfaction in their job, or in graduate studies, upon graduation from Fairfield. Furthermore, we train our graduates to become energetic participants in the social change that engineering and technology bring about in the course of time.

On behalf of the entire School of Engineering faculty and staff, welcome. We remain committed to excellence in engineering education.

A handwritten signature in black ink, reading "E. Hadjimichael". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Evangelos Hadjimichael, Ph.D.
Dean, School of Engineering

School of Engineering

Dean: Evangelos Hadjimichael

Associate Dean: Richard G. Weber

Director of Laboratories: Paul Botosani

Undergraduate Programs

The School of Engineering offers programs leading to the Bachelor of Science in Engineering degree (BS), and the Associate's degree in Engineering (AS).

Bachelor of Science in Engineering (BS)

Three separate paths to the Bachelor of Science in Engineering degrees are provided to students:

1. **The full-time (FT) program** leading to Bachelor of Science degree in:
 - computer engineering
 - electrical engineering
 - mechanical engineering
 - software engineering

As shown in later pages, this course of study encompasses 132-134 credit hours, depending on the specific degree, in areas of engineering, science, mathematics, computer science and the liberal arts. All engineering programs include experiential learning in laboratory courses, and culminate in a Senior Project. Students can avail themselves of opportunities for independent study and for internships in local industry. As a rule, the undergraduate curriculum is completed in four academic years.

2. **The (3/2) engineering program** of five-year duration, encompassing three years of study at Fairfield University in the areas of mathematics, the sciences, humanities and social sciences, and introductory engineering, and two years of specialized engineering studies in one of four partner institutions: Columbia University, Rensselaer Polytechnic Institute, the University of Connecticut, and Stevens Institute of Technology. Students have the option of several engineering disciplines in the partner schools, including chemical, civil, electrical, and mechanical engineering. In addition, Columbia University offers programs in nuclear, industrial, aeronautical and environmental engineering, and Stevens has a program in engineering management. Students in this 3/2 program with a satisfactory grade point average transfer automatically to a university of their choice among the four partner institu-



tions. At the end of the five-year course of study, they receive a BA degree from Fairfield University and a BS degree in Engineering from the partner institution. Furthermore, these students follow the engineering curriculum at the same pace as the FT students at Fairfield. Should they desire, they may transfer readily from the 3/2 program to the FT program - and vice-versa - at any point during their studies at Fairfield, without loss of credit or time.

3. **The evening part-time (PT) program** also leads to BS degrees in electrical, mechanical, computer and software engineering, as well as to Engineering Associate's degrees in electrical and mechanical engineering, and certificate programs in mechatronics and information technology. This program offers the opportunity to fully employed individuals to pursue engineering degrees at a pace suited to their circumstances. In most instances, employers provide tuition reimbursement. The technical curriculum requirements for this program are the same as those in the FT program. However as many as twelve credits of liberal arts courses (one English elective and three in the philosophy/religious studies area) may be waived upon permission from the Dean on the basis of lifetime experiences or suitable previous education. Advanced engineering classes, offered in the evening, are subscribed by both FT and PT students.

Associate in Engineering degree (AS)

Associate in Engineering degree programs are offered in Electrical and Mechanical Engineering. They represent the first two-year phase in engineering education. The curriculum for the Associate's degree is approximately one-half that for the BS degree. Graduates may continue their studies to the BS degree or seek employment immediately upon graduation.

Program Goals and Assessment

The School of Engineering aims to graduate students with leading-edge engineering skills, and additional competencies in oral and written communications and critical thinking, and with a well-developed cultural orientation, an understanding of economic values, and a sense of ethical and social responsibility. The engineering curriculum is balanced between science and mathematics, computer science, major engineering field requirements and engineering design on one hand, and a liberal studies core composed of courses in English, the Humanities, Social Sciences, and the Fine Arts, on the other. Of particular note are (a) the freshman course, Fundamentals of Engineering, that is designed to introduce entering freshmen into the engineering mindset and engineering tools, and to differentiate among engineering disciplines and their interactions, and (b) the Senior Project, a rigorous team-based experience which completes the education of engineering students.

In sum, the mission of the Fairfield engineering programs is to graduate liberally educated engineers equipped with knowledge and experiential skills to enter successfully the mainstream of industrial/manufacturing activity, the fields of education or government service, or to continue with post-graduate studies. In accord with this mission, the School of Engineering:

- continually improves the quality and currency of the instructional programs and monitors their outcome,
- equips engineering laboratories with modern and versatile equipment and software applications,
- provides support services - advising, self-paced learning, tutorials - as needed by engineering students,
- maintains a close working relationship with industry in order to better know its needs and identify new opportunities to serve it,
- maintains a close relationships with practitioners of the engineering disciplines for input in program development and outcomes assessment.

Engineering class sections are kept small and rigorous. Instructor-student and student-student interactions are an integral part of the pedagogy.

The overriding themes of the educational process in the School of Engineering are:

- (a) a pedagogy centered on active student learning,
- (b) the assessment of outcomes of student learning measured against the prescribed learning goals of the engineering programs and students' expectations. The process of **Assessment and Continuous Quality Improvement (ACQI)** in effect in the School of Engineering, constitutes the operational paradigm and encompasses the educational philosophy, which motivates innovation and the implementation of best educational practices.

Student Services

Mentoring

Entering and continuing students meet with academic advisors to design jointly their schedule of courses. Students review their academic record, before registration for courses, with assistance from advisors, in order to keep abreast of their progress. It is the policy of the School to provide counseling to students immediately upon request so that their academic goals can be achieved efficiently and economically.

Department chairs and program directors are actively involved in student advising and mentoring. Practicing engineers are often invited to participate in mentoring of interdisciplinary teams in the final Senior Project.

Tutoring

Out-of-classroom assistance is available in the School's tutorial center, provided by engineering faculty, on a daily basis.

Facilities

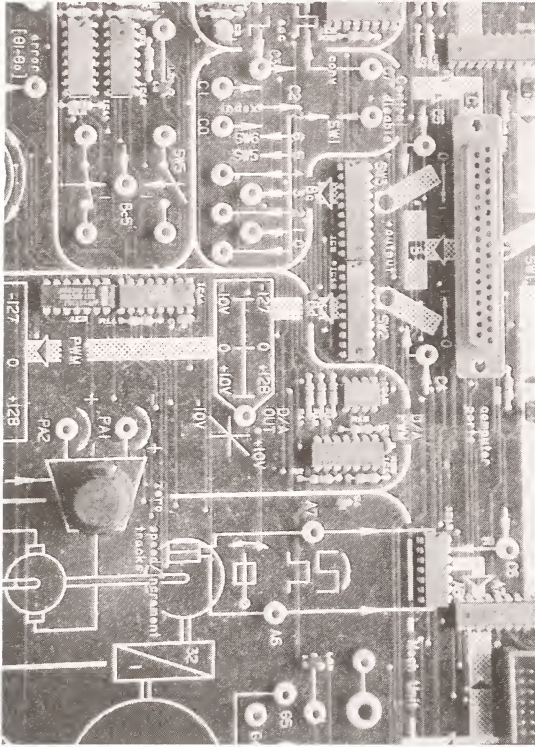
The offices of the School of Engineering, along with primary laboratory facilities and computer facilities, are located in McAuliffe Hall. Science and additional classroom and computer applications facilities are in the Bannow Science Center. A tutorial facility and a Reading and Reference lounge are also in McAuliffe Hall. The engineering reference and circulating collection is housed in the University's DiMenna-Nyselius Library.

The School's laboratories are well equipped with modern instrumentation and provide an environment for experiential learning that is closely integrated with classroom learning.

Finally, the School of Engineering complements its educational activities through the services of its web-based facility (www.ffldusoe.edu).

Transfer Admission

Students with previous studies at other accredited institutions may apply for transfer to the School of Engineering. Credit for work completed elsewhere will be granted for equivalent Fairfield courses, in accord with Fairfield University guidelines. The transfer student must provide an official transcript of all academic work and a catalogue with course descriptions from each institution previously attended.



School Activities/Industrial Relations

Student Chapters of the American Society of Mechanical Engineers (ASME) and of the Institute of Electrical and Electronic Engineers (IEEE) are operating in the School of Engineering. Students are encouraged to join these organizations and thus profit from events sponsored by the Chapters.

The School of Engineering maintains direct relations with area industries and manufacturers. These open lines of communication allow the flow of information and support that assist in maintaining the engineering curriculum current and relevant to the environment in industry. These contacts are particularly useful to students in the senior project course, the capstone course of engineering studies. Students tackle real-life engineering problems encountered by practicing engineers, and thus become involved in the mainstream of engineering activity.

Curricula

Major Areas of Study

The goals of each undergraduate program and the curriculum of study are described in the following, by engineering discipline. The curricula consist of four areas, i.e.,

- major field requirements
- major field electives
- general education core curriculum courses
- general electives

Options of Study

Within each major field of study there are specialized options that can be taken to fulfill special career plans, under advisement from the Department Chair. Numerous elective courses afford opportunities for students to gain deeper knowledge and skills in areas of their interest.

1. Full-Time Undergraduate Programs

The engineering curricula consist of 132-134 credit hours. All degree programs require that students start their studies with EG31-EG32, Fundamentals of Engineering, in the freshman year, and complete the degree requirements with the team-based Senior Project in the last year. The **Fundamentals of Engineering** course is designed to introduce freshmen into important design elements and the tools of engineering, and develop their skills in analysis and synthesis and in teamwork. It further provides the basis for students to select among the engineering disciplines the one most suitable to their skills and career objectives. The **Senior Project** caps the students' engineering education

- b y
- demanding the implementation of engineering design principles and associated skills in designing for functionality, reliability, and economy in real-world projects undertaken by multidisciplinary teams.

In the following pages, the curricula for Computer, Electrical, Mechanical and Software Engineering are outlined.

Computer Engineering (CR)

Associate Professors: Govil, Lyon (*Chair*), Ramachandran, Ramsey

Assistant Professors: Angelo, Conti, Corcoran, DeCarli, Guelakis, Weiman, Whiskeyman

Senior Instructors: Raulerson, Reed, Tortorici,

Bachelor of Science

Students in this engineering program are given the tools they need to take the lead in creating the next generation of computer technologies. They are immersed in computer science, software engineering, electrical engineering, physics, mathematics, and the liberal arts. Sequences of general and major electives, as well as a senior project, customize the program to the needs of the student. Students are exposed to the high-tech areas in three broad computer engineering domains, signal processing, visualization and computer systems. Topics include networking, computer graphics, image processing, video compression, transmission, visualization, display techniques and multimedia systems. Students become skilled in creating unique object-oriented designs. State of the art facilities are available and close interactions are maintained with industry. Computer engineers are employed by all sectors of industry, government, and academic institutions. They are active in the areas of hardware and software design, information technologies and can take the lead in the research and development of new computer systems and applications. Demand for computer engineering graduates has been consistently strong. This demand should persist as computer technology advances at a rapid pace. The curriculum for the Computer Engineering major is comprised of 132 credits, and it is shown below.

CR Curriculum (132 credits)

YEAR 1

FALL	Cr	SPRING	Cr
MA 125 Calculus I	3	MA 126 Calculus II	3
PS 15 General Physics I	3	PS 16 General Physics II	3
PS 15L Gen. Phy. Lab I	1	PS 16L Gen. Phy. Lab II	1
EG 31 Fund. of Engin. I	3	EG 32 Fund. of Engin. II	3
CS 131 Computer Programming I	3	CS 132 Computer Programming II	3
EN 11 Composition & Prose	3	EN 12 Introduction to Literature	3
Total	16	Total	16

YEAR 2

FALL	Cr	SPRING	Cr
MA 227 Calculus III	3	MA 228 Calculus IV	3
EE 213 Intro Electric Circuits	3	CS 232 Data Structures	3
EE 213L Electric Circuits Lab	1	CR 245 Digital Electronics Design I	3
ME 201 Engin. Statics	3	CR 245L Digital Electronics Design I Lab	1
HI 30 Europe & World in Transition	3	AH 10 Origins & Transf. In Western Art	3
RS 10 Intro to Religious Studies	3	PH 10 Intro Philosophy	3
Total	16	Total	16

YEAR 3

FALL	Cr	SPRING	Cr
MA 321 Ordinary Diff. Equations	3	MA 211 Applied Matrix Theory	3
CR 310 Voice and Signal Processing	3	MA 217 Applied Statistics	3
PS 222 Modern Optics & Waves Phen.	3	CR 311 Image Processing	3
PS 203 Optics & Lasers Lab	1	EC 11 Microeconomics	3
CR 246 Digital Electronics Design II	3	CD 211 Engr. Graphics CAD I	3
Major Elective I	3	General Elective	3
Total	16	Total	18

YEAR 4

FALL	Cr	SPRING	Cr
CR 320 Computer Networks	3	CR 325 Computer Graphics	3
PH Elective	3	History Elective	3
Major Elective 2	3	PH/RS Elective (Ethics)	3
PS 206 Lab in Adv. Optics & Optical Communications	1	General Elective	3
CR 390 Senior Project	3	Soc. Sci. Elective	3
RS Elective	3	English Elective	3
Total	16	Total	18

Concentration in Control Systems

The concentration in control systems starts with an understanding of simple electron devices and sensors for open and closed loop systems. It continues with studies of analog and digital control systems, and concludes with the design and prototyping of stable control and feedback systems. The courses in the concentration are:

- MC230 Electron devices and Sensors (Mechatronics)
- MC290 Engineering System Dynamics
- MC300 Feedback and Control Systems
- MC301 Digital Control Systems.

Students must complete this concentration in the junior and senior year. They can utilize the two major electives, for this purpose. For further depth into this area a student may choose to take MF361 and MF362, Automation and Robotics I and II.

Computer Engineering Electives

Electives are shown in groups of two that will deepen a student's knowledge and skills in several areas of the discipline.

ROBOTICS

- (Prerequisite for this sequence: ME 201)
- ME 203 Kinematics/Dynamics
- MF 361 Automation and Robotics 1

COMMUNICATIONS

- (Prerequisite for this sequence: EE 213)
- EE 301 Signals and Systems I
- EE 350 Communication Systems

COMPUTER SYSTEMS

- (Prerequisite for this sequence: CR 245)
- EE 345 Digital Comp. Systems
- EE 346 Microprocessor Hardware Control Systems

ELECTRONIC DEVICES

- (Prerequisite for this sequence: EE 213)
- EE 231 Electron Circuits & Devices
- EE 231L Electron Circuits & Devices Lab
- EE 331 Analog Circuits & Systems
- EE 331L Analog Electronic Lab

COMPUTER ENGINEERING

- CR 382 Independent Study Computer Engineering

COMPUTER SCIENCE PLAN B

- (Prerequisite for this sequence: CS 232)
- CS 331 Operat. Systems I
- CS 332 Operat. Systems II

MATHEMATICS

- (Prerequisite for this sequence: MA 126)
- MA 371 Real Analysis
- MA 383 Modern Geometry

COMPUTER SCIENCE PLAN A

- (Prerequisites for this sequence: MA 126 & CS 232)
- CS 231 Discrete Math
- CS 342 Theory of Computations

Electrical Engineering

Professors: Botosani, Denenberg, H. Hoffman, Volpe

Associate Professors: Govil, Pizzo, Tsacoyeanes

Senior Instructors: Carbone, Dickens, Reed, Wojna

Bachelor of Science

This program is accredited by the Accreditation Board for Engineering and Technology (ABET). In the first year, the program places major emphasis on basic mathematics and the physical sciences to provide the background for engineering science and design courses, as well as on the Fundamentals of Engineering. Following preparatory work, the fundamentals of electrical, mechanical and materials engineering concepts are developed. Finally, advanced courses in electrical and electronic engineering develop further the knowledge in this engineering discipline. There is an increasing emphasis on design assignments, and advanced elective courses are offered which permit the student to tailor his/her program to specific career objectives. Standard software packages, such as Electronic Workbench, and MATLAB Toolboxes, are employed for problem-solving purposes, and electronic design packages such as Xilinx and Viewlogic are used in digital electronic laboratories. The curriculum for the BS degree comprises 134 credits as shown on this page.

EE Curriculum (134 credits)**YEAR 1**

FALL	Cr	SPRING	Cr
MA 125 Calculus I	3	MA 126 Calculus II	3
PS 15 General Physics I	3	PS 16 General Physics II	3
PS 15L Gen. Phys. Lab I	1	PS 16L Gen. Phys. Lab II	1
EG 31 Fund. of Engineering I	3	EG 32 Fund. of Engineering II	3
CS 131 Computer Programming w/Java	3	EN 12 Introduction to Literature	3
EN 11 Composition & Prose	3	HI 30 Europe & the World in Transition	3
Total	16	Total	16

YEAR 2

FALL	Cr	SPRING	Cr
MA 227 Calculus III	3	MA 228 Calculus IV	3
EE 213 Intro. to Electric Circuits	3	EE 221 Frequency Domain Circuit Analys.	3
EE 213L Electr. Circ. Lab	1	EE 245 Digital Electronic Design	3
CH 11 General Inorg. Chemistry	3	EE 245L Digital Electronic Lab	1
CH 11L Gen. Inorg. Chemistry Lab	1	PH 10 Intro Philosophy	3
ME 201 Eng. Statics	3	AH 10 Origins & Transf. in Western Art	3
RS 10 Intro to Religious Studies	3		
Total	17	Total	16

YEAR 3

FALL	Cr	SPRING	Cr
MA 321 Ordinary Diff. Equations	3	MA 217 Applied Statistics	3
EE 231 Intro. Electronic Circuits & Devices	3	EE 331 Analog Circ. & Syst. in VLSI Design	3
EE 231L Electronic Circuits Lab	1	EE 331L Analog Elec. Lab	1
EE 301 Signals & Systems I	3	EE 304 Signals & Syst. II	3
ME 241 Principles of Thermodynamics	3	PH/RS Elective (Ethics)	3
English Elective	3	EC 11 Intro Microecon.	3
HI Elective	3		
Total	19	Total	16

YEAR 4

FALL	Cr	SPRING	Cr
EE 321 Electromagnetic Fields	4	EE 302 Feedback & Control Systems	3
EE 390 Senior Project 1	3	EE Major Elective 2	3
EE Major Elective 1	3	CD 211 Engin. Graphics or Fine Arts Elective	3
Soc. Sci. Elective	3	General Elective	3
General Elective	3	RS Elective	3
PH Elective	3		
Total	19	Total	15

Concentration in Control Systems

Electrical and Mechanical systems often require intelligent control systems interfaced with feedback mechanisms. The concentration in control systems starts with an understanding of simple electron devices and sensors for open and closed loop systems. It continues with studies of analog and digital control systems, and concludes with the design and prototyping of stable control and feedback systems. The courses in the concentration are:

MC230	Electron devices and Sensors (Mechatronics)
MC290	Engineering System Dynamics
MC300	Feedback and Control Systems
MC301	Digital Control Systems.

Students must complete this concentration in the junior and senior year. They can utilize the two major electives for this purpose. For further depth into this area a student may choose to take MF 361 and MF 362, Automation and Robotics I and II.

Electrical Engineering Electives**COMMUNICATIONS**

EE 350	Intro to Communication Systems & Networks
EE 354	Electro-Optical Data Communications

DIGITAL SIGNAL PROCESSING

EE 356	Discrete Time Signals and Systems
EE 356L	Digital Signal Processing Lab

POWER SYSTEMS

EE 360	Power Systems and Electronics
EE 365	Power Systems Analysis

COMPUTER SYSTEMS

EE 345	Digital Computer Systems
EE 346	Microprocessor Hardware Control Systems

COMPUTER ENGINEERING

CR 310	Voice and Signal Processing
CR 311	Image Processing
CR 320	Computer Networks

SYSTEMS AND CONTROLS

EE 325	Microwave Systems
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DESIGN

EE 358	VLSI Systems Design
EE 382	Advanced Electrical Project

Mechanical Engineering

Professors: Anekwe, Botosani, Dubrow, Kulpa, Weber, Zabinski

Associate Professors: Etemad (*Chair*), Chen, DeFranco, Dornfeld, Dukkupati, J. Hoffman, Hoeltzel, Hunter, Parnes, Wu

Assistant Professors: Li, Muccio, Mukherji, Rizzo, Savage, Watson

Senior Instructors: Earnest, Medalis, Wojna

Instructors: Bandini, G. Bauer, Kochersperger, McCarroll, McFadden

Bachelor of Science

This program is accredited by the Accreditation Board for Engineering and Technology (ABET). After completing the Fundamentals of Engineering course, and establishing the mathematical and physical foundations necessary for the study of engineering science, students proceed with the fundamentals of materials science, solid and fluid mechanics, heat transfer, machine design, electrical systems and system dynamics. Advanced elective courses in mechanics and material science, control systems, mechatronics, turbomachinery, energy conversion, design, and manufacturing are pursued towards career goals. Finally a team-based Senior Project completes the technical education. The mechanical engineering curriculum is constructed to include abundant experiential learning. This is accomplished through the integration of laboratory experiences within the framework of the theoretical courses in the basic curriculum, and by making use of well-equipped laboratories and computing facilities. A concentration in **Manufacturing Engineering** is available in this program, with focus on robotics and automation, product and process design, and manufacturing systems. The ME curriculum consists of 134 credits, as shown in this section.

ME Curriculum (134 credits)

YEAR 1

FALL	Cr	SPRING	Cr
MA 125 Calculus I	3	MA 126 Calculus II	3
PS 15 General Physics I	3	PS 16 General Physics II	3
PS 15L Gen. Phys. Lab I	1	PS 16L Gen. Phys. Lab II	1
EG 31 Fundamentals of Engineering I	3	EG 32 Fundamentals of Engineering II	3
AH 10 Origin & Trans. of Western Art	3	CD 211 Graphics I	3
EN 11 Composition & Prose	3	EN 12 Introduction to Literature	3
Total	16	Total	16

YEAR 2

FALL	Cr	SPRING	Cr
MA 227 Calculus III	3	ME 228 Calculus IV	3
ME 201 Engineering Statics	3	ME 203 Kinematics & Dynamics	3
ME 205 Strength of Materials I	3	MF 207 Materials Sci.	3
ME 206L Mechanics Lab I	1	ME 306 Strength of Materials II	3
CH 11 Inorg. Chem	3	ME 307L Dyn. Sys. Lab	1
CH 11L Inorg. Chem Lab I	1	EC 11 Intro Microecon	3
RS 10 Intro to Religious Studies	3		
Total	17	Total	16

YEAR 3

FALL	Cr	SPRING	Cr
MA 321 Ord. Diff. Equat.	3	ME 342 Applications of Thermodynamics	3
ME 241 Principles of Thermodynamics	3	ME 347 Fluid Mech.	3
EE 213 Intro to Electric Circuits	3	ME 348L Thermal & Fluids Lab	1
EE 213L Electr. Circuits Lab I	1	ME Major Elective I	3
ME 311 Machine Design	3	PH 10 Intro to Philosophy	3
HI 30 Europe & World in Transition	3	HI History Elective	3
Total	16	PH/RS Elective (Ethics)	3
		Total	19

YEAR 4

FALL	Cr	SPRING	Cr
MC 290 Engineering Dynamics	3	ME 391 Senior Project II	3
ME 349 Heat Transfer	3	General Elective	3
ME 350L Energy Transfer Lab	1	PH Elective	3
ME 390 Senior Project I	3	RS Elective	3
General Elective	3	Soc. Sci. Elective	3
ME Major Elective II	3	English Elective	3
Total	16	Total	18



Concentration in Manufacturing

Students interested in pursuing a basic background in Manufacturing Engineering can take a five-course concentration that focuses on manufacturing systems and processes. Students are required to take the three core requirements shown below, and have a choice of two elective courses. The electives allow an introduction to automation and robotics. Other electives give the student background in product planning and control, as well as advanced materials and processes. In order to complete the concentration in the junior and senior year, students must utilize the two ME major electives, the two general electives, and are not required to take ME 342. All other courses are the same as required for the ME program.

Manufacturing Core

- MF 351 Manufacturing Systems I
- MF 352 Manufacturing Systems II
- MF 354 Product and Process Design for Manufacturing

MANUFACTURING ELECTIVES

- MF 307 Advanced Engineering Materials and Processes
- MF 355 Product Planning, Control and Forecasting
- MF 361 Automation and Robotics I
- MF 362 Automation and Robotics II

Concentration in Control Systems

Electrical and Mechanical systems often require intelligent control systems interfaced with feedback mechanisms. The concentration in control systems starts with an understanding of simple electron devices and sensors for open and closed loop systems. It continues with studies of analog and digital control systems, and concludes with the design and prototyping of stable control and feedback systems. The courses in the concentration are:

- MC230 Electron devices and Sensors (Mechatronics)
- MC290 Engineering System Dynamics
- MC300 Feedback and Control Systems
- MC301 Digital Control Systems.

Students must complete this concentration in the junior and senior year. They can utilize the two major electives, for this purpose. For further depth into this area a student may choose to take MF 361 and MF 362, Automation and Robotics I and II.

Mechanical Engineering Electives

MECHANICS AND MATERIAL SCIENCE

- ME 327 Engineering Fracture Mechanics
- MF 307 Advanced Engin. Materials and Processes
- ME 318 Finite Element Analysis I
- ME 319 Finite Element Analysis II
- ME 312 Advanced Machine Design
- ME 280 Biomechanics

MECHATRONICS

- MC 230 Electron Devices for Mechantronics
- MC 300 Feedback and Control Systems
- MC 301 Digital Control Design
- MC 390 Intro to Mechatronics
- MC 302L Motion Control Systems Lab
- MC 396 Mechatronics Applications

ENERGY SYSTEMS

- ME 360 Internal Combustion Engines
- ME 362 Turbomachinery
- ME 346 Energy Conversion

DESIGN AND MANUFACTURING

- ME 312 Advanced Machine Design
- MF 307 Advanced Engin. Material and Processes
- MF 351 Manufacturing Systems I
- MF 352 Manufacturing Systems II
- MF 354 Product & Process Design for Manufacturing
- MF 355 Product Planning, Control, and Forecasting
- MF 361 Automation & Robotics I
- MF 362 Automation & Robotics II
- CD 212 Engineering Graphics II
- CD 215 Graphic Design CATIA I
- ME 382 Ind. Study, Advance Mechanical Project

Software Engineering

Professor: Hills

Associate Professors: Curry, Nori, Ramachandran, Ramsey

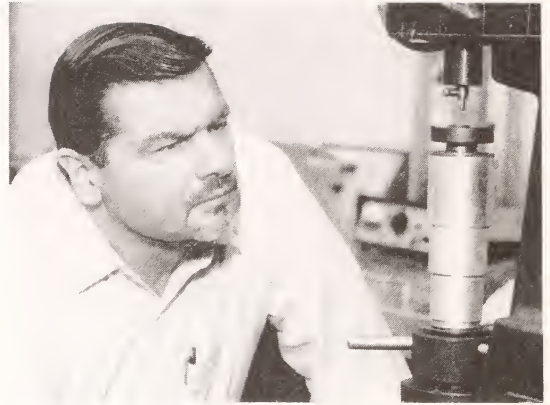
Assistant Professors: Angelo, Bloom, Conti, Corcoran, DeCarli, Gorfinkle, Guelakis, Raulerson, Ulfsson, Weiman, Whiskeyman

Senior Instructors: Galasso, Kamhi, Keegan, Kingston, Raulerson, Tortorici, Williams

Instructors: Bernstein, Carpenter, Lombardi, Marquis, Patel

Bachelor of Science

The goal of this program is to provide the student with a solid understanding of a broad range of disciplines that are the foundation of software engineering. These include the fundamental concepts of computing, and the skills and abilities to apply these concepts in industrial, business and other complex problems in order to produce software solutions. To meet this goal, students learn how to apply key engineering principles and mathematical models to application development projects. The program emphasizes the complete lifecycle of the software development process. Students learn how to design, develop, test, and deploy software using rigorous software engineering practices. They are taught how to leverage technology to create flexible and scalable applications and to address the challenges that arise during the development process. Also, the program exposes each student to a range of other disciplines, such as the physical sciences, social sciences, economics and business, so that they gain an understanding of the real world scenarios that make up the software engineering environment. Theoretical courses are supported by rigorous laboratory tasks. Furthermore, advanced elective courses are offered which permit the student to tailor the program to specific career objectives or specializations.



SE Curriculum (132 credits)

YEAR 1

FALL	Cr	SPRING	Cr
MA 125 Calculus I	3	MA 126 Calculus II	3
PS 15 General Physics I	3	PS 16 General Physics II	3
PS 15L Gen. Phys. Lab I	1	PS 16L Gen. Phys. Lab II	1
EG 31 Fundamentals of Engineering I	3	EG 32 Fund. of Engineering II	3
CS 131 Comp. Program. I with Java	3	CS 132 Comp. Program. II with Java	3
EN 11 Composition & Prose	3	EN 12 Introduction to Literature	3
Total	16	Total	16

YEAR 2

FALL	Cr	SPRING	Cr
MA 227 Calculus III	3	MA 231 Discrete Math	3
Science Elective	4	SW 220 Applications in Software Development	3
CS 232 Data Structures	3	HI 30 Europe & the World in Transition	3
EC 11 Intro. to Microecon	3	Soc. Science Elective	3
RS 10 Introduction to Religious Studies	3	PH 10 Intro to Phil	3
General Elective I	3	Bus./Management Elective	3
Total	16	Total	18

YEAR 3

FALL	Cr	SPRING	Cr
SW 355 Database Mgmt. Systems	3	MA 217 Applied Statistics & Probab	3
SW 201 Software Design I	3	SW 202 Software Design II	3
Programming Elective I	3	Programming Elective II	3
English Elective	3	Comp. Theory Elective	3
Major Elective I	3	PH/RS Elective (Ethics)	3
HI Elective	3		
Total	15	Total	18

YEAR 4

FALL	Cr	SPRING	Cr
SW 345 Intro to Networks	3	SW 304 Internet Development	3
SR 390 Senior Proj I	3	SR 391 Senior Proj II	3
Major Elective 2	3	Fine Arts Elective	3
General Elective	3	General Elective	3
AH 10 Origin & Trans. of Western Art	3	RS Elective	3
		PH Elective	3
Total	15	Total	18

Software Engineering Electives

Electives will be chosen under advisement of Department Chair or Academic Advisor.

Computer Theory Elective

Any qualifying course offered in the Computer Science Department. For example, but not limited to:

- CS 321 Data Communications
- CS 322 Computer Architecture
- CS 331 Operating Systems I
- CS 342 Theory of Computation
- CS 353 Principles of Compiler Design
- CS 355 Artificial Intelligence

Programming Electives I & II

A two-semester sequence of a programming language not already taken by the student:

SW211, Visual Basic, followed by SW403

CS 233, C++, followed by SW 227

Business/Management Elective

Any qualifying course offered in the Dolan School of Business or the MOT program.

Major Elective I & II

Any qualifying course offered in the areas of:

- Computer Science
- Software Engineering
- MOT
- Dolan School of Business
- Computer Engineering

2. PART-TIME EVENING PROGRAM

Bachelor of Science Degree in Engineering

The technical curriculum requirements for the Bachelor of Science in Engineering degree are the same as those in the FT program. As indicated earlier however, as many as twelve credits of liberal arts courses (one English elective and three in the philosophy/religious studies area) may be waived on the basis of documented lifetime experiences or suitable previous education, and upon review and permission from the Dean.

Associate in Engineering Degree

In addition, the Associate in Engineering degree program can be completed on a part-time basis. The curricula for the Associate's degree programs in Electrical and Mechanical Engineering are outlined below.

Associate's Degree in Electrical Engineering

The requirements amount to approximately one-half of those for the BS degree in Electrical Engineering.

EE Curriculum (65 credits)

YEAR 1

FALL	Cr	SPRING	Cr
MA 125 Calculus I	3	MA 126 Calculus II	3
PS 15 General Physics I	3	PS 16 General Physics II	3
PS 15L Gen. Phys. Lab I	1	PS 16L Gen. Phys. Lab II	1
EG 31 Fundamentals of Engineering I	3	EG 32 Fund of Engineering II	3
CS 134 Computer Programming w/Java	3	EN 12 Introduction to Literature	3
EN 11 Composition & Prose	3	HI 30 Europe & the World in Transition	3
Total	16	Total	16

YEAR 2

FALL	Cr	SPRING	Cr
MA 227 Calculus III	3	EE 221 Circuit Analysis	3
EE 213 Intro. to Electric Circuits	3	EE 245 Elements of Digital Systems	3
EE 213L Electr. Engin. Lab	1	EE 245L Electr. Engineering Lab	1
CH 11 General Inorg. Chemistry	3	Major Elective	3
CH 11L Gen. Inorg. Chemistry Lab	1	General Elective	3
ME 201 Eng. Statistics	3	MF 207 Materials Science	3
EC 11 Intro Microecon.	3		
Total	17	Total	16

Associate's Degree in
Mechanical Engineering

The requirements amount to approximately one-half of those for the BS degree in Electrical Engineering.

ME Curriculum (66 credits)

YEAR 1			
FALL	Cr	SPRING	Cr
MA 125 Calculus I	3	MA 126 Calculus II	3
PS 15 General Physics I	3	PS 16 General Physics II	3
PS 15L Gen. Phys. Lab I	1	PS 16L Gen. Phys. Lab II	1
EG 31 Fundamentals of Engineering I	3	EG 32 Fund. of Engineering II	3
HI 30 Europe & the World in Transition	3	CD 211 Graphics I	3
EN 11 Composition & Prose	3	EN 12 Introduction to Literature	3
Total	16	Total	16

YEAR 2			
FALL	Cr	SPRING	Cr
MA 227 Calculus III	3	ME 203 Kinematics & Dynamics	3
ME 201 Engineering Statics	3	ME 306 Strength of Materials II	3
ME 205 Strength of Materials I	3	ME 307L Dynamic Systems Lab	1
ME 206L Mechanics Lab	1	CH 11 Inorg. Chemistry	3
EE 213 Intro to Electric Circuits	3	CH 11L Inorg. Chemistry Lab	1
EE 213L Electr. Engin. Lab I	1	MF 207 Material Science	3
EC 11 Intro Microecon.	3	General Elective	3
Total	17	Total	17

YEAR 1			
FALL	Cr	SPRING	Cr
MA 125 Calculus I	3	MA 126 Calc. II	3
PS 15 Gen. Phys. I	3	PS 16 Gen. Phys. II	3
PS 15L Gen. Phys. Lab I	1	PS 16L Gen. Phys. Lab II	1
EG 31 Fund. of Engineering I	3	EG 32 Fund. of Engineering II	3
PH 10 Intro. to Philos.	3	RS 10 Intr. to Relig. Studies	3
EN 11 Composition & Prose	3	EN 12 Introduction to Literature	3
Total	16	Total	16

YEAR 2			
FALL	Cr	SPRING	Cr
MA 227 Calc. III	3	MA 228 Calculus IV	3
ME 201 Engineering Statics	3	ME 203 Kinematics & Dynamics	3
ME 206L Mechanics Lab	1	CS 132 Comp Program. w/Java	3
CS 131 Comp. Prog. w/Java	3	EC 11 Intro to Microeconomics	3
EE 213 Intro. to Electric Circuits (PS 212)	3	HI 30 Europe & the World in Transition	3
EE 213L Electric Circuits Lab	1	English Elective	3
RS Elective	3		
Total	17	Total	18

YEAR 3			
FALL	Cr	SPRING	Cr
MA 321 Ord. Diff. Equat.	3	Engineering Elective	3
CD 211 Engineering Graphics	3	Soc. Science Elective	3
CH 11 Inorg. Chemistry	3	AH 10 Origin & Transform. in Western Art	3
CH 11L Inorganic Chem. Lab	1	General Elective	3
HI Elective	3	General Elective	3
RS/PH Elective (Ethics)	3	Ph Elective	3
Total	16	Total	18

3. 3+2 ENGINEERING PROGRAM

As described in an earlier section of the catalog, engineering students in this program complete a 3-year course of study at Fairfield University, encompassing the areas of science, mathematics, the liberal arts, and introductory engineering courses, before they transfer to a school of their choice among Columbia University, Rensselaer Polytechnic Institute (RPI), the University of Connecticut (UConn) and the Stevens Institute of Technology, where they complete their engineering studies in two additional years. This five-year course of study leads to a BA degree from Fairfield University and a BS in Engineering from the school of the student's choice. The 3-year Fairfield component of this program is as follows:

Special Requirements:

A course in Partial Differential Equations (MA 322) is strongly recommended. In addition, students who intend to major in electrical or computer engineering must take a programming course, C++ or Java, digital electronics design (CR 245/EE 245). Students who intend to major in Chemical Engineering must take Organic Chemistry (CH12 and lab). Columbia University requires one semester of Economics. The University of Connecticut has a foreign language requirement to be fulfilled at Fairfield or at UConn, Students who intend to transfer to Columbia, RPI or Stevens must also take Thermodynamics (ME 241/PS 241) and Modern Physics (PS285).

Other Programs in the School of Engineering

In addition to BS and Associates' in Engineering degrees, the School of Engineering offers opportunities for Certificate degrees and for Master of Science degrees, as described below.

1. CERTIFICATE PROGRAMS

For graduate engineers with special interests, the School offers the following certificate programs:

Client/Server Technology

For the student interested in Client-Server technology, the new paradigm of information technology in the business environment, a Certificate program has been established. The curriculum consists of four courses in such areas as design, databases, visual programming, and network concepts. Where multiple programming software selections are offered for a course, only one need be selected to meet the certificate requirements. For example, one course among Visual Basic, Visual C++, and Powerbuilder is sufficient to meet the requirement for a visual programming course.

Advanced Technology Certificate

Prerequisite is a minimum of three years programming experience. The curriculum in this case consists of four courses in advance web development with Java, Visual Programming and advance data base concepts.

Network Technology Certificate

Prerequisites are a minimum of three years programming experience, and background in probability and statistics. The curriculum consists of four courses in network concepts, LAN/WAN engineering and computer capacity planning.

Mechatronics

The emphasis of the Mechatronics Certificate program is to meld the disciplines of mechanical, electrical and software engineering in order to create "intelligent" products. The emphasis of the program is on control systems. Since the advent of miniaturized integrated circuits, it is possible to design and produce products that integrate mechanical and electronic concepts with 'on board' microprocessors. The discipline of Mechatronics focuses on engineering tasks that utilize embedded electronic chips that enable data acquisition, diagnostic self-analysis, and feedback generation. Through the use of Mechatronics, an extensive range of new products and processes are possible, e.g., new motion controls on aircraft, advanced manufacturing systems, self-diagnostic consumer products, etc. Depending on the student's background, bridge courses MC 230 Electron Devices for Mechatronics, and MC 290 Engineering Systems Dynamics, may be required.

Recommended courses for the Mechatronics Certificate are:

MC 300 Feedback and Control Systems
MC 301 Digital Control Systems
MC 302L Motion Control Systems Laboratory
MC 390 Intro to Mechatronics

An advanced elective is recommended such as MC 396 Mechatronics Applications

2. GRADUATE PROGRAMS

The School of Engineering offers Master of Science degrees in the Management of Technology - in conjunction with the MBA program in the Dolan School of Business - and in Software Engineering. A separate Graduate Program Catalog describes the objectives, curricula, and course content for these programs.

Course Descriptions

Science, Mathematics and the Liberal Arts

The description of courses in Physics (PS), Chemistry (CH), Mathematics (MA) and Computer Science (CS), Social Sciences (EC, PY, SO, PO), English (EN), History (HI), Philosophy (PH), Religious Studies (RS) and Visual and Performing Arts (AH), can be found under the corresponding departments in the College of Arts and Sciences segment of this catalog.

Engineering Courses

EG 31 & EG 32 Fundamentals of Engineering

Starting with a brief historical survey of engineering and technology and an examination of current key technologies and trends in engineering disciplines, as well as paths to an engineering career, these two courses provide core engineering knowledge and competencies to engineering students in their freshman year. Such topics as computer-based computational skills, principles of engineering design, data acquisition and management, probability and statistical analysis of data, implementation of engineering projects, reverse engineering and macro-engineering are studied. In EG 32, the emphasis is on hands-on team projects designed to introduce the student to the implementation of principles of design and engineering methodologies, value-based engineering and communication skills. The two courses are conducted by interdisciplinary faculty teams and are augmented by guest presentors, and field trips. *6 credits*

EG 174 Engineering Economy

The fundamental concepts of engineering economic analysis are presented. The tools required to resolve engineering problems by the application of the criteria for economic efficiency are developed. The methods of present worth analysis, annual cash flow analysis, and rate of return analysis, as applied to engineering problems, are taught. The complex effects of depreciation, income tax, and inflation on economic analysis are demonstrated. (Prerequisites: MA 26, EC 11) *3 credits*

Engineering Graphics and CAD

CD 10 Computer Aided Drafting (CAD)

This course is an overview of AutoCAD (2D Basic Functions). The course explains floppy disk storage, functional hierarchy, functional keys, and menus. Also prompts filing a model, and calling a model. Elements include points, lines, circles, windowing, deleting, cornering, offsetting, line types, arrows, notes, and dimensioning. Also, application of CAD to engineering drawings. It is designed for those who have credit for manual drafting and are advancing to CD 212. *1 credit*

CD 111 Technical Graphics, CAD I

Basic course in engineering technology graphics, coordinated and taught simultaneously with CAD, board work, and technical sketching. *3 credits*

CD 112 Technical Graphics, CAD II

This course is a continuation of CD 111 and examines technical graphics with introduction to descriptive geometry and advanced CAD. (Prerequisite: CD 111 or CD 10 with drafting equivalent.) *3 credits*

CD 211 Engineering Graphics I

Basic course in engineering graphics coordinated and taught simultaneously with 2D AutoCAD (application). Board work covers geometric constructions, theory of orthographic projection, perspective and visualization, dimensioning, tolerancing, sections, assembly drawing, geometric tolerancing. Esthetics as well as technical sketching is stressed. For a description of CAD part, see CD 10. *3 credits*

CD 212 Engineering Graphics II (Elective)

This course uses the most up-to-date version of AutoCAD software. It starts with an overview of computer-aided drafting, covering the fundamentals in orthographic projection; the creation, modification, and manipulation of geometry in the 2D and 3D environment; dimensioning; layering; and View and World coordinate systems. The course includes wire frame and solid model construction and the application of CAD to engineering drawings. *3 credits*

CD 213 Graphic Science and Design (3-D CAD with CADKEY) (Elective)

Introduction to 3-D CAD using CADKEY and IBM compatible PCs. 3-D design topics including display manipulation, level management, view coordinates and world coordinates, construction modes, depth, construction planes, wire frame model construction, introduction to solids, and process and design for the real world. *2 credits*

CD 215 Graphic Design CATIA I (Elective)

This course uses the latest version of CATIA 3D software. It introduces the basic functions of CATIA, beginning with simple wire frame and progressing through solid modeling and drawing creation. The concept of a "virtual" part is stressed. Most of the course involves building virtual parts in wire frame and solids. This course utilizes an industry developed curriculum that has been modified to serve the students needs. *3 credits*

Computer Science

Engineering curricula use the following computer science courses:

CS 111 Computer Programming I (VB)

This course is an overview of computer organization and hardware. An introduction to the theory of programming: structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance, and programming applications in terms of Microsoft's Visual Basic. *3 credits*

CS 131, CS 132 Comp. Programming I and II

See description under Computer Science, in the A&S section. *3 credits*

CS 134 Computer Programming with Java

See description under Computer Science, in the A&S section. *3 credits*

CS 221 Comp. Org. & Assembler

See description under Computer Science, in the A&S section. *3 credits*

CS 232 Data Structures

See description under Computer Science, in the A&S section.
3 credits

CS 233 Introduction to C++ Programming

Prerequisite: CS 133. See description under Computer Science, in the A&S section.
3 credits

CS 322 Computer Architecture I

See description under Computer Science, in the A&S section.
3 credits

CS 331, CS 332 Operating Systems I & II

Prerequisite: CS 331. See description under Computer Science, in the A&S section.
3 credits

CS 342 Theory of Computations

See description under Computer Science, in the A&S section.
3 credits

CS 353 Principles of Compiler Design

Prerequisite: CS 331. See description under Computer Science, in the A&S section.
3 credits

Computer Engineering**CR 245 Digital Electronics Design I**

Basic digital design principles. Boolean algebra. Combinational logic design with gates, MSI, LSI. Sequential logic design; register, counters, memory and PLD. Students learn how to write, implement and simulate elementary digital design; the course culminates by enabling the students to design and implement finite-state machines. This is a foundations course that enables students to be able to perform well in the follow-on course.
3 credits

CR 245L Digital Design I Laboratory

This lab course covers the practical aspects of digital logic design. Logic circuits are designed and implemented using simulators and hardware. Designs are realized using techniques taught in the Digital Design I lecture. State machines are used to implement open-ended design problems. (Co-requisite: CR 245)
1 credit

CR 246 Digital Electronics Design II

Computer architecture implemented using a hardware design language and PLDs. Students design, implement and program small RISC machines. Student will understand CPU architecture and the VHDL language and will be able to implement and program a CPU using VHDL. Student knowledge of the basics culminates in being able to design and implement programmable finite state machines. (Prerequisite: CR 245)
3 credits

CR 310 Voice and Signal Processing

This course is designed to support the signal processing and computer systems domain. It is an overview of Digital Audio and its application. Current state of streaming Audio on the Internet, Digital Audio Processing Fundamentals. Students apply the theories of Sampling, Spectra, Fast Fourier Transform Class, convolution and frequency space processing, compression and one-dimensional streaming. They apply the theories by creating programs that read process and write audio streams. They are exposed to the elements of multimedia network delivery of data. They learn about a wide class of FFT algorithms and elementary sound synthesis. (Prerequisites: CS 232, MA 126)
3 credits

CR 311 Image Processing

A first course in Image Processing; Image algebra, arithmetic operations, Boolean operations, matrix operations, Achromatic and Colored Light, Selecting Intensities, Gamma Correction, Chromatic Color, psychophysics, Color models, Color Space Conversion, low Level pattern recognition. Theory of 2-D Fast Fourier Transform Class, 2D convolution and frequency space processing, compression and 2D streaming. Multi-resolution multi media network streaming. They learn about a wide class of transforms, including Wavelets, DCT, the PFA, FFT and others. This course requires substantial programming effort and emphasis is place on good software engineering practices. Students write image processing applications. (Prerequisite: CR 310)
3 credits

CR 320 Computer Networks

The students learn the principles of Network Programming, operating system elements, multi-threading, command-line interpreters and monitors. Students write their own operating system, implemented in Java, using a virtual machine. New system commands are added to the JAVAOS. Students deploy a custom-built, distributed, multi-platform, thin-client operating system. (Prerequisite: Data Structures in Java, CS 232, MA 217)
3 credits

CR 325 Computer Graphics

This course is designed to support the visualization and computer systems domain. It is a unified introductory treatment to two-dimensional and three-dimensional computer graphics concepts. Topics include Human-computer interfaces using the AWT, applied geometry; homogeneous coordinate transforms; Bezier curves, Bernstein Basis Polynomials, Hermite Polynomials, B-Spline curve fitting. Rendering topics: z-buffer algorithm, painter's algorithm, raytracing, and texture mapping. (Prerequisites: CS 232, MA 211)
3 credits

CR 382 Independent Studies in Computer Engineering

Supervised reading and research.
2-3 credits

CR 390, CR 391 Senior Project

This is the capstone of a student's experience in the Computer Engineering Department. Many of the courses in the curriculum are geared to prepare students for the computer engineering and research skills that this final course requires.
6 credits (3 credits each term)

Electrical Engineering**EE 213 Introduction to Electric Circuits**

This course introduces engineering students to the analysis of linear circuits incorporating active and passive components. The basic laws of circuit behavior and analysis techniques, including description of circuit elements and electronic variables, are developed. Circuit theorems and principles for insightful analysis of electrical circuits are considered. Basic concepts and analysis of two port networks is introduced. A widely used electronic element, the operational amplifier, and associated large numbers of useful op amp circuits are discussed and analyzed. Energy storage elements, the inductors and capacitors, are described. Finally, concepts of Transformers and Electromechanics are introduced. (Prerequisites: PS16, PS16L)
3 credits

EE 213L Electric Circuits Lab

The students are introduced and use basic lab instruments (oscilloscopes, signal generators, etc.) and basic circuit components. They then study the application of circuit theorems and circuit elements (RL & RC). Experiments with transient, steady state and frequency response will be presented. Op amp based practical circuits will be built and tested. Software applications like Electronic Workbench will be used. (Co-requisite: EE 213) *1 credit*

EE 221 Frequency Domain Circuit Analysis

The course starts by reviewing fundamental circuit analysis techniques. Students perform frequency domain analysis of passive and active circuits. They then study transient and AC circuit analysis manually and with computer-aided applications. The transient response of first and second order circuits is examined. Pole and zero concepts are introduced and applied to circuit analysis. The design process using MatLab for Active Filters is introduced and several examples are done in class. Electrical Engineering Lab 2 should be taken concurrently or as soon as practical after taking this course. (Prerequisites: MA 227, EE 213) *3 credits*

EE 231 Introduction to Electronics Circuits and Devices

This is the first course in active and non-linear electronics. Basic principles and technologies to understand, analyze and design electronic circuits are taught. Properties of semiconductors and pn junctions are reviewed. Electronic device models are described and used in the analysis of circuits using diodes, Bipolar Junction Transistors (BJT) and Field Effect Transistors (FET). Amplifier biasing techniques are analyzed with respect to power efficiency and circuit stability. H-Parameter models are used in the low frequency, small signal analysis of Linear Amplifiers. Multi-stage amplifier's frequency limitation and coupling techniques are discussed. Basic operations of power amplifiers, using large Signal Analysis techniques, are presented. Finally, digital representation of signals and digital logic gates are studied. (Prerequisite: EE 213) *3 credits*

EE 231L Electronic Circuits Lab

This is the first lab in experiments with the design and analysis of electronic circuits. Circuits using diodes, BJTs and MOSFETs are built and tested. Both biasing and frequency response are considered as part of the experiments. Simple power amplifier circuits are built and tested. Basic operation of digital logic gates is demonstrated. (Prerequisite: EE 213L; Corequisite: EE 231) *1 credit*

EE 245 Digital Electronics Design

This course covers both the theoretical and practical aspects of digital logic design, binary and hexadecimal number systems are presented. Logic gate symbols, Boolean expressions and truth tables are developed. Boolean algebra theorems are developed and simplified. Karnaugh mapping theory is developed. TTL combinational circuits are studied. This is followed by sequential logic systems. Programmable logic devices are introduced including programming techniques and basic state machine architecture. Students learn to design. (Prerequisite: EE 213) *3 credits*

EE 245L Digital Electronics Design Lab

Experiments with digital circuits are carried out. This includes digital circuits functions, A/D and D/A converter, counters, memories, etc. State machine implementation. (Prerequisite: EE 213L; Corequisite: EE 245) *1 credit*

EE 301 Signal & Systems I

Study and classification of continuous signals and systems, Linear transformation and decomposition into piece-wise linear elementary signals. Time domain analysis is presented, e.g., differential equations, convolution, concept and meaning of impulse response. Frequency domain analysis, the Fourier series and the Fourier transform, as an alternative to time domain analysis are examined. Further insights into signal and system properties are gained by the Laplace transform methods and the concept of the transfer function. The Study of an analog communication system- Amplitude and Frequency modulation- is offered as an application of the above analysis methods. The fundamentals of thermal noise are presented and engineering applications in communication and controls are briefly discussed. (Prerequisite: EE 221) *3 credits*

EE 302 Feedback and Control Systems (see also, MC300)

A course in basic feedback theory including system development and analysis. Stability criteria, sampling techniques and approaches to achieve stable closed loop performance are presented. The design of systems to meet given requirements is included. Analysis is performed via computer applications and the lab experiences demonstrate concepts and confirm design performance. (Prerequisite: EE 301) *3 credits*

EE 304 Signals & Systems II

This course provides an introduction to the study of discrete signals and systems. Signal conversion, from analog to discrete, is first studied, followed by representation of discrete sequences, sampling, quantization and encoding, as applied to digital signals. Filtering of discrete signals, difference equation and impulse response are presented. Further, the Discrete Fourier Transform and the Z-Transform are considered as extensions of the (standard) Fourier Transform and the Laplace Transform, respectively. As an alternative to the standard analysis methods, state space analysis methods of continuous and discrete signals and systems are discussed. (Prerequisite: EE 301) *3 credits*

EE 321 Electromagnetic Fields

Electric and magnetic fields are investigated through the use of vector calculus. Techniques for the computation of fields for given charge distributions are outlined. Coulomb's and Gauss's law and applications the significance of Poisson's and Laplace equations is studied and solution methods are explored. Moving charges and corresponding electric and magnetic forces and electric and magnetic fields in matter and methods of solving boundary value problems are studied. Maxwell's equations in integral and differential form are examined. Electromagnetic radiation and wave propagation are reviewed. (Prerequisites: EE 301, MA 321) *4 credits*

EE 325 Microwave Systems Engineering (Elective)

The fundamentals of Microwave theory are examined using Maxwell's equations. Plane waves in lossless and dissipative media are studied as well as propagation in ideal and lossy transmission lines. Wave guide theory is developed. Microwave resonators, filters, amplifiers and oscillators (TWT, klystron, magnetron) are investigated. Radiation via antenna systems is presented. Design problems to meet specific objectives apply the concepts in an engineering development experience. (Prerequisites: EE 301, EE 321) *3 credits*



EE 331 Analog/Digital Circuits and Systems in VLSI

This is an advanced course in electronics. High frequency response of BJT and FET amplifiers is studied using hybrid-(2-port active device models. Effect of feedback and frequency compensation techniques on the amplifier response is considered. Variety of analog circuits with respect to their analysis and applications are studied. Study of analog circuits includes Active Filters, Oscillators, Waveform Generation and Shaping, Voltage Regulator, Digital circuits and Communication Circuits. Basic Power Electronics Device components are introduced. Design assignments are employed to apply the Analog systems studied to practical engineering problems. Finally an introduction to VLSI is introduced. (Prerequisites: EE 221, EE 231) *3 credits*

EE 331L Analog Electronics Lab

This advanced lab provides insight into the functions of various application specific electronic circuits. Experiments are selected to characterize functioning of various analog and digital systems such as Oscillators, Active filters, Waveform Generation and shaping circuits and Voltage regulator circuits etc. Integrated circuits (IC) are used as part of the experiments. (Prerequisite: EE 231L; Corequisite: EE 331) *1 credit*

EE 345 Digital Computer Systems

Fundamental operation of synchronous and asynchronous digital computing systems is studied and the techniques for implementing these designs are developed. Fundamentals of computer architecture and programming in assembly and machine language are presented. Problem statements and specifications are generated and implemented by programs on a representative microcomputer. (Prerequisite: EE 245) *3 credits*

EE 346 Microprocessor Hardware Control Systems (Elective)

Techniques for hardware control through firmware and software are studied. Control systems are created using a variety of computing systems. Assembly code design and microprocessor system development on the personal computer are emphasized. System specification, alternate technique evaluation and analysis of performance are illustrated in design problems. Software life cycle costs are explained. (Prerequisite: EE 345) *3 credits*

EE 350 Communication Systems (Elective)

This is the first systems course in the Electrical Engineering sequence. It begins with a review of Time-Domain Signals and Systems that builds on the background learned in circuits. The student's knowledge of Frequency Domain Analysis is then expanded to include the Fourier Transform. The body of the course is the study of analog communication systems and the effects of noise on those systems. Modulation and demodulation techniques (AM, FM, PM & pulse code) are developed. Dealing with non-linear system elements is discussed, including the problems they cause and the opportunities they present. A mathematical treatment of the effects of various noise sources on these systems is also covered. Historical design studies and topics in communication applications are employed to permit the student to apply these concepts to meet system requirements. Clarity in important concepts is provided through simulation of modulation techniques on multi-media computing systems. (Prerequisite: EE 221) *3 credits*

EE 354 Electro-Optical Data Communications Systems (Elective)

The theory and basic elements of fiber optic communications systems are studied. Fundamentals of transmission in optical fibers are developed. Source component operations including light emitting diodes and solid-state lasers are studied. Coupling element and detector devices are investigated. Modulation and demodulation techniques are analyzed and overall loop performance determined relative to bandwidth and signal to noise ratio. Design problems enhance student understanding. (Prerequisites: EE 231, EE 301) *3 credits*

EE 356 Discrete-Time Signals and Systems (Elective)

This course serves as a bridge to understanding the relationship between the Analog world and its Discrete-Time representation in digital computers. Digital Signal processing is covered with emphasis on the relationship between continuous-time and discrete-time systems in the time and frequency domains. Practical aspects of digital filter design and implementation structures are discussed and the use of stochastic models to model quantization effects in digital signal processing is introduced. Real world applications of Digital Signal Processing are analyzed to provide insight into the application of these techniques. The design process of digital filters using computer tools is introduced in class. Clarity in important DSP concepts is provided using MatLab and SystemView for exercises and experiments in digital signal processing techniques. (Prerequisite: EE 304) *3 credits*

EE 356L Digital Signal Processing Lab

Practical aspects of DSP in concert with the lecture course EE 356. (Corequisite: EE 356) *1 credit*

EE358 VLSI System Design

This course examines switches as logic devices, MOS transistors, MOS logic design, two-phase clocking, stick diagrams, regular control structures and simulation and performance analysis. CAD design tools are used. (Prerequisite: EE 331) *3 credits*

EE 360 Power Systems & Electronics (Elective)

Basic equivalent circuit models are developed for various electrical machines including transformers, DC generators & motors, and induction and synchronous AC motors. The models are applied to determine transient and steady state machine performance. Design assignments to apply the concepts are reinforced by laboratory evaluation. An introduction to Power Electronics and their application are included. (Prerequisites: EE 301, EE 221) *3 credits*

EE 365 Power Systems Analysis (Elective)

This course is an introduction to the analysis of high voltage power systems and components, including the study of AC and DC transmission lines, power transformers and synchronous generators. Methods of analysis include system models, network calculations, symmetrical components, non-symmetrical faults, and power system stability. (Prerequisite: EE 301) *3 credits*

EE 382 Advanced Electrical Project (Elective)

A design course placing major emphasis on individual student creativity. The student (working with a faculty mentor) develops the project objectives and performance specifications. At review meetings the student presents progress on the project including analytic and experimental results to date. A final report and presentation demonstrates the accomplishments and significant conclusions. Faculty involvement seeks to create a realistic engineering development environment. Note: The student may take this course as "independent study" once the prerequisites have been met. (Prerequisites: Departmental approval of project proposal following completion of non-elective EE courses and at least one major elective.) *2 credits*

EE 390, EE 391 Senior Project

A capstone course in which students work in teams on advanced projects that emphasize the engineering design approach. Each team works closely with a faculty/mentor. Literature searches, synthesis, and in-depth analysis and experimentation are conducted. Frequent presentations to faculty and peers are required of each member of the team. To enable successful presentation skills, the student receives instruction in effective communication. An oral presentation, written report, and working models complete the course requirements. Ideally, this is a two-term course beginning in the fall term. (Prerequisite: student is required to have completed all non-elective courses and be prepared to graduate within one year of course completion.)

6 credits (3 credits each term)

Mechanical Engineering**ME 201 Engineering Statics**

An introduction to rigid body mechanics using vector representation. The course covers free body diagrams, and static equilibrium in two and three-dimensional space. Problems in trusses, frames and simple mechanisms are solved. Methods in problem solving techniques using computer-based approaches are developed. Students perform lab experiments to support the lecture hall theory. The Students prepare professional level reports. (Prerequisites: PS 15, PS 15L, EG 31, MA 126) *3 credits*

ME 203 Kinematics and Dynamics

The presentation of kinematics principles applied to particles and rigid body elements. Analysis of forces and motion utilizing Newton's second and third laws of motion; theory of kinetics of particles and rigid body elements under rectilinear and curvilinear motion, vector methods; principles of work, energy and power; momentum and impact. The course integrates the use of computer aided analysis and design tools such as Working Model so as to ensure relevance to the kinematics and dynamics problems. (Prerequisite: ME 201) *3 credits*

ME 205 Strength of Materials I

Concepts of two-dimensional stress and strain, factors of safety, thermal strain, static indeterminacy, stress concentration, bending including normal and shearing stresses, torsion, and direct shear. Experiments are performed in the lab to reinforce the developed theory. This course has a design project. (Corequisite: ME 201) *3 credits*

ME 206L Mechanics Laboratory

Mechanics experiments for 2-D and 3-D structures under static loading conditions. Concepts include Young's Modulus, thermally induced stresses, torsion, and cantilever beams. Students are introduced to strain gages and measurement instrumentation. Statistical data analysis and uncertainty principles are also introduced. Students prepare written laboratory reports. (Corequisites: ME 201, ME 205) *1 credit*

ME 241 Principles of Thermodynamics

Macroscopic thermodynamics with applications. The course covers conservation of energy for open and closed systems, equations of state and pure substances, first and second law of thermodynamics, including the concepts of internal energy, enthalpy, and entropy. Statistical thermodynamics including phase space, micro-state, macro-state, thermodynamics probability and partition function. Also, tables of thermodynamic properties, ideal gasses, and elements of cycle analysis. Finally, heat transfer, e.g. conduction, convection and radiation, and applications. (Prerequisites: PS 16, PS 16L; Corequisite: MA 321) *3 credits*

ME 280 Biomechanics (Elective)

Application of engineering principles to the human body. Natural materials, including biological soft and hard tissues, including muscle, tendons, cartilage and bone, as well as man-made (synthetic) materials fabricated so as to serve as replacements for natural materials will be studied. Analytical and computer-aided solution approaches are discussed and employed to biomechanical analysis and design problems. Students develop an understanding of the methodology and techniques used to analyze systems comprising the human body. (Prerequisite: ME 203) *3 credits*

ME 306 Strength of Materials II

This course examines principal stresses; Mohr's Circle; thin-walled pressure vessels, beam theory including shear and bending moment diagrams, deflection, elastic curves, indeterminate beams, energy methods, the use of superposition, impact effects and column theory. Experiments are performed in the lab to reinforce these aspects of theory. This course has a design project. (Prerequisite: ME 205) *3 credits*

ME 307L Dynamic Systems Lab

A hands-on lab experience covering the concepts of kinematics, dynamics, and strength of materials. Experiments include gyroscopic motion, dynamic balancing, and verification of Mohr's circle using strain gage arrays, deflection of beams by superposition, photoelasticity, and column buckling. Labs require statistical data analysis and uncertainty calculations. Written lab reports are required. (Corequisites: ME 203, ME 306) *1 credit*

ME 311 Machine Design

Fundamentals of mechanical engineering design are applied to analyze, design, and/or select components typically used in the design of complete mechanical systems. The course covers: 1) the design process and analysis of stress and deflection; 2) material properties and loading (steady state and variable) as they relate to failure prevention; and 3) the procedures for design and analysis of common machine elements such as fasteners, springs, rolling-element bearings, and gears. In team "reverse engineering" projects, students apply the course topics to real hardware. Computer techniques and responsible design (safety factors and ethics) are emphasized. (Prerequisite: ME 306) *3 credits*

ME 312 Advanced Machine Design (Elective)

The advanced study of mechanical designs emphasize the process of developing creative solutions through conceptual analysis and synthesis. The first part of the course covers topics related to the design of rotating mechanical systems, welded joint design, and fracture mechanics. Part 2 includes a research project where each student investigates and reports on a topic in advanced design. Part 3 is a design project where students in teams compete to develop a design for a product, applying structured design practices to real hardware. Concept generation and development are emphasized. (Prerequisite: ME 311) *3 credits*

ME 318 Finite Element Analysis I (Elective)

Applications of Finite Element Analysis in modern engineering. Structural analysis, stiffness matrix formulation, and energy methods are studied. Computer techniques and guidelines for using finite elements are discussed regarding sophisticated computer programs. Students solve problems both manually and with the use of modern computer finite element software. (Prerequisites: MA 321, CD 211, ME 306) *3 credits*

ME 319 Finite Element Analysis II (Elective)

An introduction to advanced concepts in Finite Element Analysis. Advanced 2 and 3 dimensional element formulation and structural analysis are covered. An introduction to the concepts of dynamics as applied to structures. The Finite Element Analysis is extended to problems in heat transfer including both steady state and transient analysis. Conduction, convection and radiation modes are covered. Students solve problems both manually and with the use of modern computer finite element software. (Prerequisite: ME 318) *3 credits*

ME 327 Engineering Fracture Mechanics (Elective)

Design, analysis and test comparing conventional design with fracture mechanics approaches. Applications of fracture mechanics as relate to product design, selection of materials and failure analysis are covered. Design projects and problem solving are emphasized. (Prerequisites: MF 207, ME 306) *3 credits*

ME 342 Applications of Thermodynamics

A continuation and application of ME 241. Mixtures of ideal gases and vapors, psychrometry, and combustion analysis of common power generating, refrigeration, and air conditioning cycles. Figures of merit, including thermal efficiency. Continuity and momentum equations for steady, one-dimensional frictionless flow. Basic energy relations for turbomachinery. Fundamentals of compressor and turbine design. Application and synthesis of design using thermodynamic principles. This course contains a lab segment. (Prerequisite: ME 241) *3 credits*

ME 346 Energy Conversion (Elective)

Selected topics in energy conversion, including solar energy; propulsion; internal combustion engines; battery power; heat pumps; classics and novel power and refrigeration cycles; system analysis; system economics, environmental considerations. Computer simulation of power plant performance to optimize energy conversion efficiency. (Prerequisite: ME 241) *3 credits*

ME 347 Fluid Mechanics

Incompressible fluids at rest and in motion. Bernoulli's theorem and the principle of similarity flow through orifices, nozzles, and pipes. Flow through open channels; energy relationships as applied to pipe lines, pumps and turbines. Acceleration of fluid masses, fluid dynamics, the momentum theorem in turbomachinery. Introduction to compressible fluids. Emphasis is placed on design solutions using computer analysis and synthesis. (Prerequisite: ME 241) *3 credits*

ME 348L Thermal & Fluid Lab

A lab learning experience that provides the opportunity to explore the various components, such as the compressor, condenser, and evaporator, in a series of experiments using refrigeration equipment. In the fluid lab component of the course, students investigate lift and drag in a wind tunnel, pressure losses in duct flow and the Bernoulli principle. Statistical analysis, test planning, data evaluation and report writing are emphasized (Corequisites: ME 342, ME 347) *1 credit*

ME 349 Heat Transfer

One and two-dimensional heat conduction, including solutions for finned surfaces and solutions for transient problems. Convection heat transfer in laminar and turbulent flows. Fundamental radiation concepts. Laws of thermal radiation. Radiation exchange geometrical factors and network methods. Heat exchangers and electrical analogies. Emphasis is placed on design solutions using computer analysis and synthesis. In the lab component of this course students investigate heat transfer in plane surfaces, enhanced heat transfer in extended surfaces and heat exchanger effectiveness. (Prerequisites: ME 342, ME 347) *3 credits*

ME 350L Energy Transfer Lab

A lab learning experience which provides the opportunity to explore energy transfer methods related to transmitted forces in vibrating systems, as well as thermal transfer gradients in mechanical, electrical and electronic systems. Simulation and modeling software is utilized for many experiments, including conduction and convection heat transfer processes. Statistical analysis, instrumentation, and report writing are emphasized. (Corequisites: MC 290, ME 349) *1 credit*



ME 360 Internal Combustion Engines (Elective)

The theories of internal combustion engines are presented including the types of engines, gas cycles, fuel, air, and combustion thermodynamics. Also, air cycles and engine performance are studied. (Prerequisite: ME 241; Corequisite: ME 342) *3 credits*

ME 362 Turbomachinery (Elective)

This course examines aerodynamic and thermodynamic concepts. Compressors, turbines and jet propulsion, and single and multi-stage machines are reviewed. Performance and evaluation of turbo-machines are studied. (Prerequisites: ME 342, ME 347) *3 credits*

ME 382 Independent Study, Advanced Mechanical Project

A design course placing major emphasis on individual student creativity. The student (working with a faculty mentor) develops the project objectives and performance specifications. At review meetings the student presents progress on the project including analytical and experimental results to date. A final report and presentation demonstrate the accomplishments and significant conclusions. Faculty involvement seeks to create a realistic engineering development environment. Note: The student may take this course as "independent study" once the prerequisites have been met. (Prerequisites: Departmental approval of project proposal following completion of non-elective ME courses and at least one major elective.) *1-3 credits*

ME 390, ME 391 Senior Project

A capstone course in which students work in teams on advanced projects that emphasize the engineering design approach. Each team works closely with a faculty / mentor. Literature searches, synthesis, and in-depth analysis and experimentation are conducted. Frequent presentations to faculty and peers are required of each member of the team. To enable successful presentation skills, students receive instruction in effective communication. An oral presentation, written report, and working models complete the course requirements. This is a two-term continuous course beginning in the fall term. (Prerequisites: Student is required to have completed all non-elective courses, or complete prior to MF 391, and be prepared to graduate within one year of course completion.) *6 credits (3 credits each term)*

Manufacturing

MF 207 Materials Science

This course covers chemical and engineering properties of metals, polymers, and ceramics. Relationships of materials to manufacturing, service and design applications are covered. Subjects include atomic structure, microstructure, chemical composition, diffusion, binary phase diagrams, corrosion and materials protections. Correlation of changes in microstructure with mechanical, electrical and thermal properties is discussed. The lab portion examines mechanical testing and microstructure analyses. Sample preparation and metallographic techniques are also learned. (Prerequisites: CH 11, CH 11L) *3 credits*

MF 307 Advanced Engineering Materials and Processes (Elective)

Expands beyond MF 207 to detail and include such topics as heat treatments, transformation diagrams, phase diagrams, alloys, and microstructures. Emphasis is on aspects of metallurgy, engineering design, and industrial processing. Lab sessions are included. (Prerequisite: MF 207) *3 credits*

MF 351 Manufacturing Systems I (Elective)

This course introduces the general and special modern manufacturing technologies. Topics include: modern process techniques such as sheet metal fabrication and process, gear manufacturing, hard mold, powder metallurgy, plastic and rubber processes, primary metal working processes, metal shearing and forming, welding, different machine processes and material surface treatment. Topics also include: necessary techniques in manufacturing such as measurement and inspection for QC process, analysis of material properties in common materials and composites, material selections and applications in modern manufacturing environment. (Prerequisite: MF 207) *3 credits*

MF 352 Manufacturing Systems II (Elective)

This course considers several advanced manufacturing technologies. Topics include, laser cutting and welding, water jet cutting and cleaning, plasma cutting and welding, analysis and application of NC, CNC and PLC control system in manufacturing facilities and modern production systems, robotics, automated assembly lines, material handling systems. Several advanced projects include: management of modern automated production lines, design of material handling systems, selection of control systems in manufacturing applications (Prerequisite: MF 351) *3 credits*

MF 354 Product and Process Design for Manufacturing (Elective)

This course teaches the principles of product design for optimizing product manufacture and assembly, which is an essential part of the concurrent engineering process. The course examines materials and processes used in part manufacture. Designing for manual and automated assembly processes are covered. A course project applies these principles. (Prerequisite: ME 311) *3 credits*

MF 355 Product Planning, Control and Forecasting (Elective)

This course considers modern operations of both manufacturing and service sectors of the world economy. Topics included are: concepts of planning and control of production systems, design of control systems and operation planning; demand forecasting, inventory control, operations planning; scheduling, dynamic control, production planning of product mixes; economical lot sizes and vendor supplies. Where possible, computer models are used. (Prerequisites: MF 354, EG 174)

3 credits

MF 361 Automation and Robotics I (Elective)

This course introduces the basic elements of automation, industrial robotics, automated work cells, CIM systems and the automated factory. Topics include kinematics, dynamics, the classification of robots, automation sensors, work cells, import systems and programming, robot/system integration, economic justification, and applications. (Prerequisite: ME 203)

3 credits

MF 362 Automation and Robotics II (Elective)

This course introduces components of the automated factory. Topics include design of parts and processes for automation, hard and flexible automation, blocks of automation, automatic production and assembly, NC, CAD/CAM, industrial logic control systems, PLC, computer applications in automation. (Prerequisite: MF 361)

3 credits

Mechatronics

MC 230 Electron Devices for Mechatronics (Elective)

The physical operation of semiconductor junctions is studied and applied. The operation of both ideal and actual diodes are developed and applied to circuits for basic rectification and AC and DC power conversion. Digital and analog devices are investigated and their operation applied to amplifier circuits. Biasing techniques are analyzed with respect to power efficiency and circuit stability. Programmable logic devices are introduced including programming techniques and basic state machine architecture. Design and laboratory projects apply the theory to practical problems. (Prerequisite: EE213)

3 credits

MC 290 Engineering Systems Dynamics

Basic engineering vibration analysis with application to control systems: Free damped and undamped vibration of one degree of freedom systems. Forced vibration, response, shock excitation, harmonic analysis, and random vibration. Multidegree of freedom systems, Lagrange equation and vibration of systems with distributed mass and elasticity. Automatic control systems: the simple hydraulic servo, open loop and closed loop systems, root locus, Routh-Hurwitz criterion, Nyquist criterion and Bode analysis. Applications and case studies. The course integrates the use of computer aided analysis and design tools (MATLAB and Working Model) so as to ensure relevance to the design and analysis of real world engineering dynamic and control system problems. (Prerequisites: MA 321, ME 203)

3 credits

MC 300 Feedback and Control Systems (Elective)

This course emphasizes analysis and synthesis of closed loop control systems using both classical and state-space approaches with an emphasis on electro-mechanical systems. The mathematical requirements include the Laplace transform methods of solving differential equations, matrix algebra, and basic complex variables. The discussion of classical control system design includes the modeling of dynamic systems, block diagram representation, time and frequency domain methods, transient and steady state response, stability criteria, controller action (P, PI, PID and pseudo-derivatives feedback), root locus methods, the methods of Nyquist and Bode, and dynamics compensation techniques. The discussion of state-space methods includes formulation and solution (analytical and computer-based) of the state equations, and pole-placement design. The course integrates the use of computer-aided analysis and design tools (MATLAB and Working Model) so as to ensure relevance to the design of real-world controlled electro-mechanical systems. The course also includes lab (hardware based) exercises. (Prerequisites: MA 321, ME 203, EE 210)

3 credits

MC 301 Digital Control Systems (Elective)

Digital control theory is developed using both classical and state-space approaches in order to instruct in the synthesis of digital controllers. Z transforms analysis, frequency response methods, state equations, and block diagrams are central to this discussion. Digital filtering of systems and control of non-linear manufacturing systems are also introduced. (Prerequisite or corequisite: MC 300)

3 credits

MC 302L Motion Control Systems Lab

The basic components of a motion control system are studied to set the stage for further studies in mechatronics. System architecture, analog and digital hardware, sensors and data conversion hardware, as well as various micro-controllers and DSP are defined and analyzed for use in developing lab systems for test and evaluation. (Prerequisites: MC 301, CS 133)

2 credits

MC 390 Introduction to Mechatronics

Development of mechatronics theory and application to systems dependent upon the integrated disciplines of mechanical, electronic and computer engineering. (Corequisite: MC 302L)

3 credits

MC 396 Mechatronics Applications

Development of mechatronics theory and applications to systems dependent upon the integration of mechanical, electronic, and computer engineering. Hardware components are assembled to create product designs that fulfill a specified task in a mechatronics system. Design skills are developed in mechanisms, electronic devices, and software in order to create, test, and verify system functions. Sessions include lab projects. (Prerequisite: MC 390)

3 credits

Software Engineering

SW 201 Software Design I

Students develop an understanding of a formal process for designing a system to be implemented based on a distributed system architecture. They learn design guidelines, management techniques for project estimating, project planning and for the control of a software project. CASE tools and formal design methods are used in designing software objects and a relational database for a WEB based application. Discussions to include concepts of software design, traditional versus object oriented design techniques, project planning, data modeling, business rule and object definition, data flow diagrams and object diagrams, and distributed systems architecture. Covers basic concepts of relational database file design and data normalization, referential integrity, database triggers and stored procedures. Process design discussions also cover concepts of business process definition and re-engineering, and the integration of quality with project management. Lab included. (Prerequisite: CS 132) *3 credits*

SW 202 Software Design II

Continuation of Software Design I with in-depth examination and implementation of projects. *3 credits*

SW 211 Computer Programming with VB

An in-depth treatment of visual programming development in a client-server environment. Focus is on the event-driven programming model, building of forms, procedural code and the combination of forms and code to build custom applications. In addition, the topics of access data via data controls, and extending the environment using third-party are studied. Microsoft's Visual Basic v6.0 is used as the application development tool to illustrate current techniques for developing applications. (Prerequisite: CS 132) *3 credits*

SW 220 Applications in Software Development

This course provides students with experience in developing complete applications. It emphasizes the preparation of design specifications using graphical design methods and notation. Design studies are undertaken using CASE (Computer Aided Software Engineering) such as data flow diagrams to identify major components of systems, and entity relationship diagrams and program structure charts to reduce the conceptual design to the level of working specifications. Final specifications are then be employed to implement the derived data model, basic program logic, input, and query forms and reports. Microsoft's Access is used as the basis for constructing the application in the lab. (Prerequisite: SW 211, or CS 132) *3 credits*

SW 227 Object-Oriented Programming with C++

This course is an introduction to object oriented methodology and abstract data types, with discussions in polymorphism and data encapsulation. Examples of using object-oriented programs in situations, as well as large system integration by object-oriented methodology, are studied. (Prerequisite: CS 233) *3 credits*

SW 304 Internet Development

This course introduces the student to developing applications for use over the Internet. Students learn basic n-tier concepts for designing distributed applications and gain hands on experience through the construction of web page based applications. The course teaches how to create web pages using



Hypertext Markup Language (HTML) - the base language of web sites, as well as client-side scripting using JavaScript and Visual Basic Script. User interface design topics are also covered, including the use of HTML forms, components and applets, Dynamic HTML, and database access to provide dynamic content. (Prerequisite: SW 202) *3 credits*

SW 345 Introduction to Networks

Network components and network architecture is discussed. The components that make up a network, including cabling issues, wiring hubs, file servers, bridges, routers, network interface cards (NICs), and network software and hardware configurations, were covered. Practical, hands-on experience is provided by configuring the protocol stacks and connecting a PC to a network. Network architectural concepts are also discussed. This includes the seven-layer OSI model, the foundation of today's communication protocols. This basic model is then related to popular implementations including Novel's ODI stack, IBM's and Microsoft's NDIS, and the industry standard TCP/IP. Sources of network overhead are identified, and WAN architecture, with its implications for the developer, network security, and application security, is also covered. Lab included. *3 credits*

SW 355 Database Management Systems

This course examines data formats, organizations, representations and structures; design and analysis of searching, sorting and other algorithms; data management systems; relational database model; domains and relational integrity; SQL language; database design - logical & physical; entity-relationship diagrams; normalization; transaction processing; database administration. *3 credits*

SR 390, SR 391 Software Engineering Senior Project I & II

A capstone design course emphasizing student creativity and organizational abilities. The student works with a faculty mentor to select a project that is representative of a realistic information systems engineering development task. The student prepares design goals, executes a literature search, prepares an in-depth analysis, and develops the experiment. A final report and presentation demonstrates the student's accomplishments. The student meets with the mentor on a regular basis to discuss the project's status and to review alternative solutions to problems. This course may follow the format of independent study. *6 credits (3 credits each term)*

Student Services and Campus Life

Student Services

Through the coordinated efforts of the Division of Student Services, Campus Ministry, the Department of Athletics, the Fairfield University Student Association (FUSA), and the Council of Student Organizations (COSO), all full-time undergraduate students are provided with a full and diversified menu of co-curricular activities and programs, as well as a full range of student services.

Division of Student Services

The Division of Student Services comprises the following departments: Residence Life & Housing Operations, University Activities & Barone Campus Center; Recreation; Judicial Affairs; Multicultural Relations; Career Planning Center; Counseling Services; Student Health Center; Student Support Services; New Student Programs; and the Office of the Dean of Students. The division provides:

1. Supervision of student organizations, assistance in planning social events, and coordination of co-curricular programs
2. Investigation and adjudication of student disciplinary complaints
3. Coordination of the residence life program and student housing
4. Medical treatment through the Student Health Center
5. Career guidance and placement assistance through the Career Planning Center
6. Academic support services, including the peer-tutoring program and accommodations for students with disabilities
7. Advocacy and support for diversity through the Center for Multicultural Relations
8. Coordination of Freshmen Orientation, Transfer Orientation, and the Freshmen Year Experience (F.Y.E.) program
9. Advocacy and support for international students and students with disabilities
10. A full range of counseling and mental health services
11. Coordination of Senior Week
12. Leadership development programs and training for student leaders
13. Advertisement and publicity of campus events
14. Sponsors the Four-Year Experience, a profile of a student's development and progress over the four-year college career at Fairfield
15. Recreational programs and activities, including intramural sports, fitness and activity classes, and certification programs
16. Health and wellness classes and programs

Fairfield University Student Association (FUSA)

FUSA is Fairfield University's official undergraduate student government, and every full-time undergraduate student is a member. The student association is divided into three branches — cabinet, legislature, and student court — that work individually and collectively to provide a high quality of life for students.

The activities of most student organizations and clubs, as well as social and cultural events, are underwritten to some degree by FUSA. Each of the various living communities — residence halls, apartments, townhouses, off-campus, and commuters — have smaller associations that represent the individual needs of those particular communities, sponsor programs and activities particular to their constituencies, and lend support and assistance to FUSA.

The FUSA offices are located in the Barone Campus Center and are open daily. Students are welcome to participate in all levels of FUSA and are invited to drop by the office for assistance with a problem or to get involved in activities. While several of the official positions within FUSA are elected positions, there are numerous positions that are appointed by the FUSA President after an application process. There is something for everyone.

Cabinet

The FUSA President is elected through a campus-wide popular election, currently held in March each year. The president serves as the spokesperson for the undergraduate body and is empowered to appoint a cabinet for assistance in carrying out his or her duties. The president has ultimate responsibility for the FUSA budget, overseeing its allocation and administration.

The Vice-President for Activities currently is elected through a campus-wide election in March each year and oversees all programming activities directly sponsored by the student association. The Vice-President works with the FUSA President to determine what activities will most interest and benefit the student body at large.

Student Court

The Student Court consists of a chief justice and eight associate justices. It serves as the final arbitrator of all constitutional and legal disputes arising from the activities of the other branches of the student association. The Student Court also serves as a hearing body for minor infractions of policies outlined in the Student Handbook, as determined by the Office of the Dean of Students and Director of Judicial Affairs. The justices also serve as the student representatives on the Judicial Board and Traffic Appeals Board. The justices are selected through an application and screening process conducted by the FUSA President who then appoints the justices with confirmation by the Legislature. The justices serve until their graduation, resignation, or removal from the Court.

Legislature / Student Senate

Composed of 40 elected representatives from the student body (10 per class), the Student Senate reviews and approves the FUSA President's overall budget recommendations as well as individual student association expenditures above a specific dollar amount. In addition, the Senate initiates and passes legislation that documents its opinions and decisions. These records are kept on file in both the FUSA offices and the Office of Student Activities. Whenever the Senate passes legislation that pertains to a University official or department, the bill is given to the FUSA President to present to that person or office.

Student Rules and Regulations

The rules and regulations governing student behavior, as well as residence life/housing policies and procedures, are contained in the Student Handbook. Each full-time undergraduate student receives a printed copy of the handbook at the beginning of the academic year, and a complete, online version of the handbook is available through the University website. The handbook is published by the Office of the Dean of Students. Students with questions or in need of interpretation of policies outlined in the handbook should contact the Dean or Director of Judicial Affairs.

Discipline

Both intellectual growth and social harmony require discipline as a necessary condition. Self-discipline, whether intellectual or social, is of course the best form for community living, but it is, of itself, inadequate. When free persons join together in a common enterprise, whatever its nature, some external authority is needed to direct and sustain that enterprise. In the process of accepting that authority and working in a community, the individual can discover the fullest meaning of freedom and fulfillment. This does not mean a begrudging or uncritical heeding of regulations, but rather a voluntary and understanding acceptance of decisions for the good of the whole community.

At Fairfield University, the Vice President for Student Services and the Dean of Students have general care of student welfare and of student discipline. The discipline that they exercise is considerate but firm, especially in matters that affect the good of the student body as a whole and that touch upon the reputation of the University. Nevertheless, the attitude of the Vice President and the Dean, as of the faculty, is such to make discipline, as far as possible, the outgrowth of high student morale and an element in the maturing of character. However, the administration reserves the right to dismiss a student or to exercise other disciplinary measures for misconduct either on or off campus because student misconduct not only reflects on the reputation of the University, but is an indication of the general character of the student.

The Dean of Students may separate a student from the University for reasons of health or safety when a student's continuance at the University poses a significant risk to the student or others, and when the Dean has reason to believe that such action is in the best interests of the student or others at the University.

Besides explicit offenses mentioned in the Student Handbook, behavior that leads to civil action renders a student liable to University disciplinary action, up to and including expulsion. While the University does not look upon its relations with students as primarily legal, it does guarantee to any student involved in disciplinary action a right to be heard in his or her own defense, as well as a clearly articulated adjudication process.

The University reserves the right, however, to withdraw a student from the institution in the absence of the articulated process, in the event the student demonstrates a threat to his or her physical or emotional safety, or presents a threat to the safety of students, faculty, or staff.

Counseling Services

Some of Fairfield's many counseling services are provided through specialized personnel: academic counseling is provided by the student's faculty advisor; religious and spiritual counseling is available through the Campus Ministry office and University chaplains; and career guidance and placement assistance are provided in the Career Planning Center. Most other types of counseling — health, personal, psychological, and social — are provided in the Counseling Center or Student Health Center.

Counseling Services attempts to help students gain greater self-understanding so that they will be able to achieve their goals successfully. The staff welcomes individual students or groups of students to come in with whatever problems they have.

When appropriate, tests and inventories are administered to students to help them clarify personality characteristics and life goals. A staff member carefully interprets and discusses the results of testing with each student.

In addition, Counseling Services works closely with the Office of the Dean of Students and Director of Judicial Affairs to provide help and guidance to students who may have a substance abuse problem or make harmful decisions. Substance abuse education is available and students needing further treatment or education may be referred to a specialist. Fairfield wants its students to seek and receive whatever assistance they may need. As such, the Office of the Dean of Students, the Director of Judicial Affairs, Counseling Services, and Student Health Center look to partner as often as possible so that disciplinary action and intervention can complement one another.

Career Planning

The Career Planning Center (CPC) exists to help students identify and achieve career goals. As such, the CPC houses information regarding internships that complement a student's academic course of study or expose a student to a different area of interest. Internships that are completed for academic credit must be approved by the student's major department or school. The CPC works collaboratively with the schools and colleges of the University to provide internship opportunities for all undergraduate students. Certain majors lend themselves to internships more readily than others. However, students seeking an internship should never discount themselves based upon their major.

Some internships carry with them a stipend. Whether or not a student can receive academic credit for a paid internship depends on the student's major department or school. Students should consult their major department to inquire about departmental policy.

The CPC provides vocational guidance and placement services. Numerous employers conduct interviews on campus throughout the school year. The CPC can provide assistance to students in writing their resumes and preparing for interviews. A vocational library and reading room are located in the CPC and may be of assistance to students as they consider career choices. As technology develops, the CPC is utilizing web resources as much as possible to provide both on-line jobs and internships databases.

While the Career Planning Center works primarily with undergraduate seniors, its services are open to all students and graduates of Fairfield. Students are encouraged to familiarize themselves and utilize the Center's services prior to senior year. Graduates are always welcome to come back and reuse the services at any time.

The University distinguishes a part-time job from an internship, not on the basis of compensation, but rather on the basis of the work and/or professional mentoring involved. Internships should support a student's academic course of study or professional development and training. Other forms of work are classified as part-time jobs and not as internships.



Center for Multicultural Relations

Fairfield University celebrates the God-given dignity of its students by honoring and respecting people of all beliefs and traditions, peoples of all cultures and races. The Center for Multicultural Relations is a focal point of the University's efforts to create a genuinely multicultural community of learners. Faculty, students, and administrators gather together at the Center to explore opportunities for dialogue and cross-cultural exchange. Conversation comes easily at the Center because differences are welcomed and respected. Individuality is honored. All students are welcome to join one of the cultural organizations and participate in the programs offered by the Center.

International Students

International students are served through the Office of Student Support Services. This department sponsors an specialized orientation program for international students and provides assistance with legal forms and other documentation.

Undergraduate students who wish to study abroad should contact the Study Abroad Office in the University College. A full-range of programs and opportunities is available.

Students with Disabilities

It is Fairfield University's policy that no admitted and qualified student with a disability shall, on a basis of disability, be discriminated against, excluded from participation in, or denied the benefits of any academic program, activity or service. The University provides support services and arranges reasonable accommodations for students with disabilities. However, the University will not alter the essential academic elements of courses or programs. Students who require support services or other accommodations should contact the Assistant Director of Student Support Services. Arrangements for appropriate accommodations may be made in a cooperative effort between the student, the faculty member, and Student Support Services. The University requires documentation of a learning disability in order to receive accommodations.

Student Health

The Student Health Center staff consists of a nurse practitioner available daily, medical doctors and specialists available on a part-time basis, registered nurses available around the clock, and a substance abuse and wellness educator.

Seriously ill students may be admitted to St. Vincent's Medical Center or Bridgeport Hospital, just minutes from the campus. The Student Health Center is open 24 hours a day, 7 days a week when classes are in session.

Students are required to provide proof of medical insurance. A health and accident policy is available on a fee basis for students who need additional insurance. Special health policies are required for nursing students. Information may be obtained from the School of Nursing.

Freshmen Year Experience (F.Y.E.)

The Freshmen Year Experience (F.Y.E.) program addresses the special needs of new students through weekly small group meetings or lectures with specially trained upperclassmen facilitators and faculty/staff resource person. Four primary areas are addressed: realities of living on a college campus, essential dimensions of academic success, service as an integral component of Jesuit education, and the development of a healthy life style. All freshmen also participate in a day of service at a local site in Bridgeport. Campus Urban Experience, C.U.E. as it is better known, occurs on several Saturday mornings throughout the F.Y.E. program.

Student Clubs and Organizations

Fairfield University has numerous recognized student clubs and organizations that cover a diversity of themes and interests. (If there is sufficient demand, new organizations may be formed under guidelines that are established by and may be obtained from the Office of Student Activities.) All student clubs and organizations are members of the Council of Student Organizations (COSO). Depending on their size and scope, clubs receive funding directly from student fees, academic or administrative departments, or COSO itself. Here is a sampling of our organization and club offerings:

ACADEMIC CLUBS supplement classroom work of some departments. Some of these clubs are the following: the *Accounting Club*, limited to accounting majors, provides talks by professional as well as by faculty members and students. *American Chemical Society* features guest lecturers, social functions, and opportunities for practical work experiences; the *Biology Society* focuses on field trips, lectures, and activities that combine recreation with education; the *Philosophy Club* provides a forum for the discussion and exchange of issues of philosophical interest; the *Fairfield University Student Psychological Association (FUSPA)* sponsors movies, guest lectures, social events, and a monthly newsletter to keep members abreast of activities in the field; the *Sociology Club* plans field trips and guest lectures, and sponsors faculty-student seminars; the *Student Nurses Association* serves as the unifying force among nursing students and sponsors a broad range of guest lecturers, social functions, and activities of interest to its members.

SPECIAL INTEREST GROUPS appeal to specific groups of students. Among these are: *UMOJA*, an African-American group; *SALSA*, a Hispanic group; the *Asian Student Association* and the *International Students Club*. These clubs strive to improve relationships among all students on campus.

SERVICE ORGANIZATIONS reflect the Jesuit mission. Among them are: the *Appalachian Volunteer Corps*, which provides students with an opportunity to work with Appalachian residents for a week or two each year; a *Habitat for Humanity* chapter that builds homes for low-income families; and *Circle K*, which serves the campus community through many volunteer efforts. Through the Campus Ministry, hundreds of students work in soup kitchens, halfway houses, tutoring programs, and other activities designed to help the needy in neighboring cities.

COMMUNICATION ORGANIZATIONS are excellent outlets for those who have the gift of communicating: *The Sound* is the University literary publication of high artistic merit; *The Manor* is the University yearbook, totally produced, written, and designed by students; *The Mirror* is an independent weekly student newspaper distributed on campus; *Radio Station WVOF* presents daily broadcasts of rock, jazz, news, and public service materials; and the *HAM Channel* operates the student-run campus cable television channel.

MUSIC ORGANIZATIONS present opportunities for vocalists and instrumentalists. Among these groups in the *Chamber Orchestra*, which promotes the performance and appreciation of Medieval, Renaissance, Baroque, and Classical music; the *Fairfield University Glee Club*, which is a 125-voice mixed musical group that performs choral works both on and off campus; the *Jazz Company*; and *Flute and Guitar Ensembles*.

THEATRE FAIRFIELD is a student drama organization that presents several major productions each year, along with a number of workshops, studio productions, guest productions, and special events.

Residence halls are self-directed units. Together, students and staff decide what their aims will be and how they will achieve them. Through shared responsibility in all aspects of residence life, students develop a respect for the personal and property rights of fellow residents and of the University itself.

Seniors and some juniors may elect to live in the apartment complex or townhouses. These units, located on the perimeter of the campus, offer students a greater degree of independence. Off-campus housing is another option for a select number of seniors and juniors. Complete information about residence life and housing can be found in the Student Handbook.

The residence halls have both social and study lounges available. In addition to standard furniture, individual rooms are equipped with a ready-to-use phone system (including voice-mail), computer network data ports, cable television hook-up, and a combination refrigerator & microwave unit. Laundry facilities are available as well, and most halls have a common kitchen facility. The apartments and townhouses have kitchens, phone service, cable television, and computer network data ports.

Campus Life

Student life at Fairfield takes place on a 200-acre campus of exceptional natural beauty. From an elevation of 180 feet and at a distance of two miles, the campus commands a broad view of Long Island Sound.

The modern buildings provide classrooms and laboratories for students, as well as living quarters for a resident community of more than 2,600 undergraduates and for members of the Jesuit community. Among the major buildings and other facilities on campus are the following:

Student Residences

A large portion of Fairfield's student life occurs in and around its eight residence halls (including two suite-style halls), apartment complex, and townhouses. To facilitate community living and efficient operation of the student residences, junior and senior students, graduate students, resident Jesuits, and professional educators serve in our student residences. The student staff members are known as Resident Assistants (RAs) and are trained to provide advice and counsel to other students and to supervise behavior in the residence halls. The resident Jesuits live on various floors with the students but do not have responsibilities for supervising the buildings. Rather, resident Jesuits are primarily a resource for students in need of spiritual or informal guidance or counseling.

Barone Campus Center

The Barone Campus Center is the social center for the entire University community. Located at the heart of campus, surrounded by the Egan Chapel of St. Ignatius Loyola, Leslie C. Quick, Jr. Recreation Complex, and academic buildings, the campus center contains student and faculty dining facilities, the mail room, the bookstore, a snack bar and diner, ATM services, a game room, meeting rooms, a large multipurpose room, offices for clubs and organizations, the studios for the radio stations WVOF, the FUSA offices, lounge space for commuters and off-campus students, and other facilities and space for student services. The Department of University Activities is the clearinghouse for all campus events. The Levee, a student pub and located near the townhouses, provides another alternative for social events.

The Barone Campus Center Information desk is an excellent place to ask questions or be directed to a particular office or department. The info desk can be reached at 203-254-4222, or on-campus at ext. 4222.

DiMenna-Nyselius Library

The DiMenna-Nyselius Library completed a \$17 million expansion and renovation project in the fall 2001. In addition to providing space for expanded access to information resources, this state of the art facility provides a variety of study spaces including team rooms, study pods, research tables, individual carrels, leisure seating, a 90-seat auditorium and a 24-hour café. An extensive fiber optic network combined with the latest in network technology provides over 600 data connections to the campus network at speeds of 100Mbps.

The DiMenna-Nyselius Library contains an extensive and carefully selected collection of print and electronic resources which include over 310,000 bound volumes, more than 1,800 journals and newspapers, over 10,000 audiovisual items, and the equivalent of 95,000 volumes in microform. A particular strength is the selective, but wide-ranging and current, reference collection. The stacks are open to all students, with study space at tables and individual carrels for over 900 students.

The library also has an automated information & inventory system, an online catalog that provides author, title, subject, and keyword access to all its books, journals and audiovisual materials. The library provides online access to more than 40 subscription databases including many with full text materials. These Internet resources may be accessed from either on or off campus. The library also has a CD-ROM local area network that provides access to several additional databases. Library reserve materials are available in print and electronically via the ERes system.

Other computing resources include two open computer labs providing access to Microsoft Office 2000 and the Internet on both iMacs and Intel-based personal computers. One lab has 30 seats; the other has 32 and can be accessed 24 hours a day. Both have spacious desktops located in custom-designed workstations. Workstations for the physically disabled are available throughout the building. Additionally, there is a 30-seat computer-based training room reserved for library instruction.

The library contains group study rooms, photocopiers, readers and reader-printers for microforms, and audiovisual hardware and software. The Campus TV network can be viewed on sets in video viewing carrels located in the Media Department. To borrow library materials, students must present a university ID card at the Circulation Desk. During the academic year, the library is open Monday to Thursday, 7:45 a.m. to midnight; Friday, 7:45 - 10:30 p.m.; Saturday, 9 a.m. to 9 p.m. and Sunday, 10:30 a.m. to midnight.

Quick Center for the Arts

The Regina A. Quick Center for the Arts contains the 750-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. The center supports the University's visual and performing arts program and is a resource for the community.

The Kelley Theatre's main stage measures 30 by 40 feet and the theatre and stage are uniquely accessible to persons with disabilities. The Walsh Gallery serves as a teaching gallery with outstanding exhibitions open to the public. The Wien Theatre, or "Black Box," with its great flexibility and potential for audience intimacy, is a favorite venue for Theatre Fairfield, which produces half its annual theatre season there.

PepsiCo Theatre

The PepsiCo Theatre is the home of Theatre Fairfield, the production wing of the theatre Program in the Department of Visual and performing Arts. This historic carriage house, which served as the campus playhouse until 1990, provides a 75-seat studio theatre with up-to-date sound and lighting, dance and design studios, a costume shop, and a coffeehouse that hosts informal performances.

Athletics and Recreation

Fairfield provides three types of organized athletics and sports activities for both men and women: varsity sports, club sports, and intramural sports. Fairfield is a Division I member of the National Collegiate Athletic Association (NCAA) and competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference (MAAC).

Varsity sports for men include baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer, swimming and diving, tennis, and football. Women's varsity sports include basketball, crew, cross-country, field hockey, golf, soccer, softball, swimming and diving, volleyball, tennis and lacrosse. In most of these sports, Fairfield teams compete against conference and non-conference opponents and participate in invitational and post-season tournaments.

Club sports also provide intercollegiate competition, but these activities are organized and operated by students themselves in conjunction with the Athletic Department. Club sports for men and women include rugby, crew, karate, volleyball, skiing, and equestrian. Some of these teams participate in conference competition or belong to specialized athletic groups such as the Eastern Rugby Union.

Fairfield offers an extensive intramural sports program through the Department of Recreation Intramural sports, including basketball, softball, tennis, flag football, volleyball, soccer, racquetball, and inner tube water polo.

The student who does not wish to participate in organized sports has the opportunity to make full use of the Quick RecPlex and its facilities: indoor and outdoor tennis courts, indoor and outdoor basketball courts, racquetball courts, swimming pool and whirlpool, fitness equipment and weights, and sand-pit volleyball court. The Quick RecPlex also sponsors a number of fitness and activity classes, which are available to students and other members of the University community on a fee basis.

Walsh Athletic Center

The Thomas J. Walsh, Jr. Athletic Center, which opened in 1998, sits adjacent to the varsity athletic fields and contains a state-of-the-art weight-training center, academic study center with computer workstations and tutorial stations, and administrative offices for the Athletic Department and individual sports and coached. In addition, the center includes a practice facility designed for men's and women's basketball, volleyball, and indoor hitting area; locker rooms for student-athletes; the equipment room; sports medicine and training rooms; and a multimedia center.

Quick Recreation Complex

The Leslie C. Quick, Jr. Recreation Complex, known as the Quick RecPlex, is adjacent to Alumni Hall. Planned to help students develop lifelong physical skills, the facility includes a 25-meter swimming pool with three diving boards; a fieldhouse with four courts that can be used interchangeably for volleyball, tennis, and basketball; enclosed courts for racquetball; two newly renovated fitness rooms; a student weight room; a multipurpose room; two saunas and a whirlpool; sunbathing deck; and locker rooms.

Adjacent to the Quick RecPlex is Alumni Hall, the gymnasium, which is used primarily for intercollegiate sports. Outdoor facilities include six tennis courts, a sand-pit volleyball court, and multiple basketball courts. In addition, there is a nine-hole Frisbee/disc golf course on campus.

Other Buildings

Other buildings include the Egan Chapel of St. Ignatius Loyola and Pedro Arrupe, S.J. Campus Ministry Center; the School of Nursing; Bannow Science Center; Bellarmine Hall; McAuliffe Hall; Charles F. Dolan School of Business; Canisius Hall; Donnarumma Hall; and the Dolan Campus (John C. Dolan Hall, Thomas F. Dolan Hall, and David Dolan House). The best way to appreciate the utility of these buildings and the modernity of their equipment is through a campus visit and tour, which can be arranged by the Office of Undergraduate Admission, located in Bellarmine Hall.

Religious Activities

Because of its rich religious heritage, Fairfield University encourages student participation in religious activities, most of which emanate from the Egan Chapel of St. Ignatius Loyola and Pedro Arrupe, S.J. Campus Ministry Center. Mass is offered daily, on Sundays, and some nights during the week. Jesuits living in the student residences may offer separate masses as well. Protestant worship takes place on Sunday nights.

The Campus Ministry Team is composed of Jesuits, laymen and women, and a protestant chaplain. As a community of faith and service, Campus Ministry seeks to assist students by nurturing communities of faith and worship, fostering personal growth and development through retreats, offering opportunities for continuing Christian education, and coordinating programs of local and international service to those in need.

Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open 24 hours a day, 365 days a year. Officers patrol the campus on foot, by car, and on bikes; officers are trained as Emergency Medical Technicians (EMT). Violations of University policy and regulations, which require immediate attention, should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from off-campus, call 203-254-4090; on-campus, call ext. 4090.

Parking

All vehicles must display a valid vehicle registration decal and must be parked in lots authorized by the respective registration permit. Vehicle registration permits may be obtained in the Security office, with a current University I.D. and the vehicle's registration.

Unauthorized vehicles parked in handicapped, fire lane, or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official campus or state handicapped permit. A pamphlet detailing traffic and parking regulations is available at the Security office.

Fees: Yearly registration - \$60

One-week registration - \$10

Free day passes will be issued on a limited basis.

Freshman resident students are **not permitted** to have vehicles on campus. Through an agreement with the Town of Fairfield, no member of the University community may park on the neighborhood streets adjacent to the campus.

Fairfield University complies with the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of Fairfield University Security Department's policies and procedures along with crime statistics as required. Anyone wanting a copy of the report may obtain one by contacting the Fairfield University Security Department at 203-254-4090, or stopping by the office located at 1073 North Benson Road, Fairfield, Connecticut, on the ground floor of Loyola Hall, room 2. The office is open 24 hours a day, 365 days a year.

Computing and Networking Services (CNS)

Computing and Network Services (CNS) is a unit of the Division of Information Resources and Services. Located primarily in Thomas F. Dolan Hall and Bannow Science Center, the members of the CNS group makes computer resources and training accessible to students, as well as faculty and staff. Public computer labs exist in all academic buildings and the library. In addition, several residence halls and the Barone Campus Center have computer resources available to students. Support services include providing information and assistance in connecting to the campus network through connections in the student residences; technical advice on hardware, software, and network questions; and personal web pages. Each student is issued an official, University account, currently through the Campus Pipeline system. With this account, students receive announcements, have email capabilities, and can access their academic and financial records with the University.



**Admission,
Expenses, and
Financial Aid**

Admission

Fairfield University admits without discrimination students of any sex, race, color, marital status, sexual orientation, religion, national or ethnic origin, or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University.

Freshman Admission

Typically, freshman students are admitted in September only. The applicant should have received the high school diploma from a recognized high school or preparatory school, and should have acquired no less than 15 units in college-preparatory studies. The unit is commonly understood as a measure of credit assigned for the successful completion of a high school course which meets four or five times each week throughout the year; college-preparatory units are those which are usually found in that curriculum of the high school which explicitly prepares for college.

No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts college. Candidates for admission must take units chosen from the following areas.

BASIC REQUIREMENTS

English	4
Mathematics	3-4
(may include)	
-Algebra 1	
-Algebra 2	
-Geometry	
-Pre-calculus	
-Calculus	
Foreign Language	2-4
Laboratory Science	3-4
(may include)	
-Earth Science	
-Biology	
-Chemistry	
-Physics	
History/Social Science	3-4

Candidates interested in mathematics, business and the sciences are urged to pursue a fourth unit of lab science and mathematics, preferably pre-calculus or calculus. Candidates for nursing must have one laboratory course in chemistry.

In addition to the basic requirements, the applicant must present evidence to indicate interest in and competence for college studies. To that end he or she must submit the complete record of high school studies, together with other supporting materials as described in the admission application form. All applicants are also required to take the College Board SAT I or the American College Testing Program Assessment (ACT). The deadline for Regular Decision applicants to have all application materials (application, high school transcript, SAT I or ACT scores, and recommendation) in the Admission Office is February 1. Applicants seeking merit-based scholarship awards must apply by December 1. The University also strongly recommends a campus visit including a tour, information sessions, and/or an optional personal interview. Applicants should normally rank in the top 30 percent of their class. SAT II subject examinations are advised for placement purposes only. The subject examinations suggested are English, mathematics, and a modern foreign language. Applicants interested in majoring in a particular science are advised to take the subject examination in that science in place of the modern foreign language examination. Candidates for the pre-medical and pre-dental programs preferably will take the chemistry examination. Candidates for the nursing program will take either the chemistry or biology examination

Students who speak English as a second language should take the Test of English as a Foreign Language (TOEFL) if they have resided in the U.S. fewer than five years.

The University may, at its discretion, admit students who do not meet the regular, published entrance requirements for the institution.

Early Decision

Academically qualified students who have selected Fairfield as their first choice are strongly advised to pursue the option of Early Decision. Students who wish to be considered for Early Decision admission must have all application materials (application, high school transcript, SAT I or ACT scores, and recommendation) in the Admission Office by November 15. Early Decision applicants requesting an interview must do so before the November 15 deadline. Those students who are admitted under Early Decision have an obligation to attend Fairfield and withdraw any applications to other colleges and universities. A special section appears on the application for Early Decision consideration. The applicant, his or her parent, and guidance counselor must sign the commitment form in this section.

Early Admission

Superior students who have completed a four-year high school program at the end of three years may apply for admission to the University.

Wait List

Freshman applicants to Fairfield will receive one of three decision letters: admit, deny, or wait list offer. Wait list students who are serious in their intent to remain on the wait list are asked to return a card indicating their interest.

Alumni Relatives

One of the strongest endorsements an educational institution can receive is to have alumni send their children to their alma mater. At Fairfield we believe that such candidates can contribute significantly to enhancing the tradition and the spirit that are an important part of a Fairfield education. In light of this, it is our practice to consider the alumni relations of applicants when reviewing factors for admission.

Transfer Admission

Admission to Advanced Standing

The University welcomes qualified students for either first or second semester who wish to transfer to Fairfield from other accredited colleges. Students interested in transferring normally have accumulated at least 15 credits and have maintained at least a 2.5 average (The Dolan School of Business requires at least a 2.8 average). To apply, the student must submit, in addition to the required application forms, a high school transcript, SAT I or ACT scores, college records, a recommendation form, and a personal statement explaining current academic and/or work activities and your reasons for transferring.

Every effort is made to accept transfer credit as a program rather than totaling single course credits, so that a student may be admitted to a specific year at Fairfield, e.g., accepted as a second semester sophomore or first semester junior. The core courses of Fairfield's program should be met, but appropriate adjustments will be made in the individual case.

Every transfer student is required to complete at least two years of full-time undergraduate study in order to receive a Fairfield University Bachelor's Degree.

Applications should be directed to the Office of Admission. The application deadline for September admission is June 1; the application deadline for January admission is November 15.

International Students

Matriculating foreign students must attend Fairfield University on a full-time basis (minimum of 12 credits per semester). Degree-seeking (freshmen or transfer) students should contact the Office of Admission.

To be eligible to attend Fairfield the student must:

- 1) Provide a complete and certified listing of all academic institutions attended, including dates of entry, grades, termination, and title of the certificate or diploma received. Include rank in class if available. These documents should be prepared in English or with an English translation.
- 2) Demonstrate proficiency in the English language. A minimum score of 550 (paper based), or 213 (computer based), on the Test of English as a Foreign Language (TOEFL) is the preferred documentation. Results from the SAT exam may also be submitted.
- 3) Prove sufficient financial support for the period of the student's stay at Fairfield, including tuition, room and board, and transportation.
- 4) Obtain an F-1 student visa (required for entry into the U.S. for the purpose of studying full-time at Fairfield) after receiving an I-20/IAP-66 from the university. The visa is issued by the U.S. Embassy or Consulate in one's own country.

Nonmatriculated foreign students may attend Fairfield University for a semester or academic year. All students must be enrolled on a full-time basis (minimum of 12 credits per semester). Such students are accepted into the academic programs at Fairfield and are treated as regular members of the student body. They are usually full-fee-paying students. Visiting foreign students should contact the Office of Admission.

Expenses

(per semester)

Tuition and Fees

Application Fee \$ 55
(This fee is not refundable)

Tuition (up to 18 credits) \$12,050

Per semester payable on or before August 1 and January 1. An acceptance deposit (not refundable) of \$200.00 is paid on acceptance of the notice of admission; it is credited toward the semester's tuition.

Resident Student Fees:

Residence Halls and Meals \$ 4,280
Townhouse (Room Only) 3,320
Apartment Village (Room Only) 3,600

Per semester payable on or before August 1 and January 1.

Room Deposit \$ 200

Not refundable if reservation is voluntarily canceled. Refunded when graduating or leaving the school or University housing.

General Fee (per year) \$ 455

Special Fees

Orientation \$ 220
Laboratory Fee (per course) 25
Fine Arts Materials Fee (per course) 45
Computer Science and Information Systems courses (per credit) 15
Practice Teaching 25
Extra course (per credit hour) 630

Continuous Registration for Educational Leave (per semester) 200

Change of Single Course 10

Late Registration (\$10.00 per course) 50

Automobile Registration Fee 60

Returned Check Fee 30

Commencement 100

Academic Transcript 4

Nursing student costs:

Two uniforms and equipment (estimated) 150

Student malpractice insurance 20

Transportation to clinical experience is the responsibility of the student.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary.

All checks are to be made payable to Fairfield University. The University reserves the right to make a finance charge computed by a periodic rate of 1% per month which is an annual rate of 12% on amounts past due 30 days or more and to add all costs of collection, including a reasonable sum for attorneys fees, or charge a one-time \$50 late fee per semester.

International students who are admitted must make known to the University the source of their financial support for their college education. They will be expected to make a deposit before a certificate of eligibility (I-20) is issued.

The University makes available a monthly payment plan as well as federal, state and private loan programs. Brochures on the payment plan and the loan programs will be available to all students. Please contact the Office of the Bursar for additional information.

No degree will be conferred and no transcripts will be issued until all financial obligations to the University have been met.

Institutional Refund Policy

Refunds, as the result of official withdrawal through the University's Registrar Office, will be made according to the following schedule. General and special fees are not refundable.

Official Withdrawal Date	Charges Refunded
first week	.90%
second week	.80%
third week	.60%
fourth week	.40%
fifth week	.20%
sixth week	0%



Financial Aid

Financial Aid Policy

Fairfield University administers a comprehensive financial aid program offering assistance on the basis of need and merit, with funds derived from university, state and federal government, and private student aid programs. Need-based funds are distributed following a thorough analysis of a family's ability to pay for educational expenses. The amount of need-based assistance provided to a student will vary from year to year depending on the student's need and the availability of funds. Merit-based awards are made to academically talented students as entering freshmen and are generally renewed for their remaining three years of enrollment. Assistance funded by the University is credited toward tuition unless otherwise indicated. Renewal of any type of assistance is contingent on the recipient making satisfactory academic progress.

Students who demonstrate need will receive a "package" of assistance that may consist of grants, scholarships, student employment, and student loans. Although the university invests a significant amount of its own resources in its student aid programs, funds are limited; and it is usually not possible to meet a student's full need. In those instances where a family needs additional resources, the university will recommend a payment plan and a number of loan options.

Financial aid awards are usually made to prospective freshmen during the first week of April. Assuming the appropriate applications have been filed on time, all freshmen aid applicants will be notified of their eligibility by May 1. Upperclassmen who apply for financial aid will receive their award notifications beginning in March.

Fairfield University does not offer need-based financial aid to international students.

Staff members in the Office of Financial Aid are available throughout the year to answer questions and to provide assistance. The Office of Financial Aid is located in Donnarumma Hall, room 241, and may be reached by phone at 203-254-4125.

Application Procedures

To apply for financial aid, all new students must complete the Free Application for Federal Student Aid (FAFSA) and the Profile Form and must submit the forms to their respective processing centers by university deadlines. Prospective freshmen are required to complete the FAFSA and Profile Form by February 15; transfer students and upperclassmen must apply by March 1. All first-time applicants must also submit complete, signed copies of their own and their parents' federal income tax returns from the preceding calendar year to the Office of Financial Aid by March 1. Other forms and documents may be requested of applicants depending on individual circumstances. Upperclassmen will be notified on an individual basis if additional documents and tax returns are required.

Early Decision candidates must complete the Profile Form and submit it for processing by November 15. Registration packets for the Profile Form may be obtained from the Office of Financial Aid. Early Decision candidates should submit the Profile registration form by November 1 to ensure that the Profile Form is available for processing by November 15. Students may file the PROFILE on-line at www.collegeboard.com. Students will receive a tentative award decision in early January. To finalize the award, students must file the FAFSA by February 15 and must submit signed copies of tax returns by March 1.

Renewal

Need-based awards of university grants and scholarships will be renewed provided that the recipient reapplies for aid by university deadlines and continues to demonstrate sufficient need. Awards may be increased or reduced depending on changes in a student's need. Renewal of awards of state and federal funds will depend on a student's continued eligibility and on the availability of funds.

Merit-based awards will be renewed at the same amount received as an entering freshman. Merit awards are not available to transfer students or to upperclassmen who did not receive a merit award as freshmen. Renewal of any type of award is contingent on a student making satisfactory academic progress. Merit awards have minimum G.P.A. requirements for renewal.

Academic Eligibility

For students to be eligible for financial aid, they must be in good academic standing and must make satisfactory academic progress toward a degree. Students are placed on academic probation when their grade point average (GPA) falls below minimum standards established by the university. (Specific requirements for good academic standing are described elsewhere in this catalog.) Students placed on academic probation are considered eligible for aid. However, consecutive terms of probation may result in dismissal, at which time aid eligibility would be suspended. For the purposes of financial aid eligibility, satisfactory academic progress is defined as the successful completion of a minimum of 67% of the credit hours attempted. For Merit awards, students must meet the additional criteria of a cumulative G.P.A. of 3.0. Students who fail to successfully meet these requirements will not be eligible for any form of financial assistance until additional coursework is completed, and the minimum G.P.A. or completion of credit hours is attained. All students who have received need-based aid and who have attempted at least 60 credit hours must maintain a 2.0 G.P.A.

Students who lose eligibility for financial aid as a result of academic deficiencies and later reestablish eligibility are not guaranteed reinstatement of the same amount or type of assistance received previously. In those instances, eligibility for aid will be dependent on a variety of factors including demonstrated need, the timeliness of the application for financial aid and the availability of funds.

The university realizes that individual circumstances may affect a student's academic performance. Students who have not met the academic requirements for continued financial aid eligibility may make an appeal for reinstatement if mitigating circumstances exist. Appeals should be addressed to the Office of Financial Aid, Donnarumma Hall room 241.

Estimate of Expenses

The student cost of attendance used in determining financial aid eligibility includes direct charges from the University as well as other expenses incurred by a student during the course of the academic year. The cost of attendance for a full time resident student, for the 2002-2003 academic year, is as follows:

Tuition & Fees	\$24,555
Room & Board Allowance	8,560
Books & Supplies	800
Personal Expenses	1,200
Transportation	1,000
Total Residential Budget:	\$36,115

Academic Failure

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

Financial Aid Available

The following is a listing, brief description, and general award ranges of the financial aid programs available at Fairfield University.

Scholarships and Grants-in-Aid

University Fellows: Merit-based tuition scholarships of \$12,500 are awarded on the basis of academic excellence. All Fellows are eligible for a research stipend and use of a personal computer.

Presidential Scholarships: Merit-based tuition scholarships valued at \$10,000 each are awarded on the basis of academic excellence, without regard to financial need.

Deans' Scholars: Merit scholarships, valued at \$7,000 each, are awarded to entering students who have demonstrated outstanding academic achievement and significant contributions to school and community.

These merit awards are renewable annually, contingent upon satisfactory academic progress and a minimum G.P.A. of 3.0.

Fairfield University Grants: In addition to the scholarships listed above, a number of need-based grants are awarded by the University. Amount and availability of each grant is dependent upon the current status of revenues from which they are drawn. Demonstrated financial need, as well as academic performance and potential, are the criteria used in determining the awards.

Most scholarships and grants-in-aid are packaged with other types of federal or state aid.

Federal Grants

Federal Pell Grants: A federal entitlement program that provides grants of up to \$ 4,000 to eligible students who are pursuing their first baccalaureate degree.

Federal Supplemental Educational Opportunity Grants: Grants from federal funds are made available to students who demonstrate exceptional financial need. Funding for the program is very limited. Priority is given to Federal Pell Grant recipients.

State Scholarships and Grants

All financial aid applicants are expected to investigate the opportunities that exist in their home state for direct scholarships or grants. Students should contact their state board or commission for higher education, or see their high school guidance counselor for information.

Loans

Federal Perkins Loans: A campus-based federal loan program for students with exceptional need. Recipients are selected by the University. No payments of principal or interest are required until after the borrower completes his or her education, at which time repayment at 5% interest is assessed. Repayment may extend up to ten years, depending on the amount borrowed. Funding for the program is very limited.

Federal Nursing Loans: A campus-based federal loan program for nursing majors with need. Recipients are selected by the University. No payments of principal or interest are required until after the borrower changes majors or completes his or her nursing degree, at which time repayment at 5% interest is assessed. Repayment may extend up to ten years, depending on the amount borrowed. Funding for the program is very limited.

Federal Stafford Loan Program: Loans may be obtained from any participating lender. Up to \$2,625 per academic year for freshmen, \$3,500 per academic year for sophomore level students or \$5,500 per academic year for junior and senior level students may be borrowed. Repayment begins six months after graduation at which time interest is assessed. Families must file a Free Application for Federal Student Aid (FAFSA) before a Federal Stafford Loan can be processed. The FAFSA will determine if the student is eligible for a subsidized loan (government pays interest while student is enrolled) or unsubsidized loan (student pays or allows interest to accrue while enrolled full-time).

Federal Parent Loan Program: A program of loans to parents of dependent undergraduate students. Through a bank, a parent may borrow up to the cost of education minus any financial aid received during any one academic year. Repayment begins 60 days after disbursement of the loan at a variable rate of interest.

Family Education Loan Program: Loans to assist families pay the cost of attending the University. Repayment of interest only begins approximately 60 days after money is disbursed at a fixed rate of 7.5%. Families may borrow from \$2,000 to \$20,000 per year depending on the cost of the school. For information contact the Connecticut Higher Education Supplemental Loan Authority 1-888-547-8233.

Alternate Financing Plans: A variety of alternative loans are available from lending institutions. The University also has an arrangement with Academic Management Services and offers a 10-payment plan for payment of educational expenses. Please contact the Office of Financial Aid or the Office of the Bursar for further information.

Campus Employment

Federal Work-Study Program: Jobs on the campus, or off-campus in a community service organization, may be arranged for students demonstrating need. Where possible, the work assigned relates to the student's field of study.

University Employment: Students who are not eligible for participation in the Federal Work-Study Program, but who desire extra spending money, may obtain employment in the cafeteria, the bookstore, and several other campus locations.

Scholarships

Through the generosity of individuals, corporations and foundations, a number of scholarships have been made available to students at the University. These gifts continue the rich tradition of philanthropy that characterizes American life, and it is through the donors' generosity that Fairfield is able to offer these scholarships. The University is pleased to be a beneficiary of that tradition and commitment.

Students applying for financial aid are considered automatically for the named scholarships listed here, which are administered by the Financial Aid Office in accordance with the wishes of the donors.

Alumni Association Scholarship: A scholarship awarded over four years to an incoming first year student in the undergraduate school who is the son or daughter of an alumnus/alumna of Fairfield University.

Alumni Minority Scholarship: A fund established with the proceeds from the annual Alumni Association Awards Dinner to meet the needs of minority students who are enrolled at Fairfield University and require financial assistance.

Beiersdorf Nursing Scholarship: An endowed scholarship established in 1986 by Beiersdorf, Inc. of Norwalk, Conn., to assist students in the School of Nursing.

Carl and Dorothy Bennett Scholarship: A fund established by Mr. and Mrs. Carl Bennett to provide annual scholarships for Fairfield University students on a financial need basis.

Joseph F. Berardino '72 Scholarship: Established in 2001 by alumnus Joseph F. Berardino, this scholarship assists need-based students in the Charles F. Dolan School of Business. Mr. Berardino is a Fairfield University trustee.

Barbara M. Berchem Memorial Scholarship: An endowed award established in 1988 by University trustee Robert M. Berchem '62, Esq., to honor the memory of his mother. This scholarship benefits a student from Milford, Connecticut.

John & Jane Bohnsack Scholarship: A scholarship fund established in 1985, to be awarded on the basis of financial need and divided equally between a nursing student and a business student.

Salvatore F. Bongiorno Scholarship: Established in 1993 in memory of a beloved University faculty member who chaired the Biology Department, to assist minority biology majors (juniors and seniors) who plan further studies and careers in the Life Sciences.

The Mr. and Mrs. Charles A. Bott Scholarship: Established by Mrs. Charles A. Bott and the late Mr. Bott of Huntingdon Valley, Pa., the fund provides for assistance to students with financial need.

John V. Brennan Scholarships: A gift from John V. Brennan, president of U.S. Underwriters, Inc., and parent of Paul F. Brennan '89, provides scholarships to enable minority students to benefit from a Fairfield education.

Marina Holder Brewster Memorial Scholarship Fund: Established by Dr. and Mrs. John P. Sachs to give financial assistance to nursing students.

Ned John Briggs '69 Memorial Scholarship: Established in 1989 by the estate of his mother, Kathryn V. Briggs, this endowed scholarship perpetuates the memory of Ned John Briggs, who attended Fairfield in 1965 and 1966. It is awarded on the basis of academic potential and need.

Gladys Brooks Foundation Scholarship: Created in 1986 to enhance Fairfield's ability to attract students of the highest quality. Recipients will be asked to assume a "moral obligation" to support the University after graduation by voluntary service and/or contributions. Criteria for scholarship recipients include secondary school class rank, scholastic aptitude test scores, extracurricular activities, and leadership potential.

The Professor Frank F. Bukvic Scholarship: Established in 1997, the scholarship honors the memory of Dr. Bukvic who taught German and German Literature in the University's Modern Languages Department for 35 years. The annual proceeds benefit a student with a major or minor in Modern Languages.

Sophie Burger and Pauline Hagen Scholarship: An endowed scholarship made possible by the generosity of Carl E. Hagen (Class of '65) through the Chipman Union Foundation to provide financial aid assistance to students in the Charels F. Dolan School of Business.

The Burger King Scholarship: An endowed scholarship established by The Burger King Corporation to provide scholarships for minority students.

Anna Cain Scholarship: A fund to support students who demonstrate both financial need and strong academic qualifications. Established in 1978, the scholarship is a bequest of the late Anna Cain, an area educator who took many advanced courses at Fairfield.

The Louis Calder Foundation Scholarship: The Louis Calder Foundation Scholarship was established in 1988. The Foundation's initial award was designed as a challenge grant that ultimately encouraged various other donors to create scholarships in support of students with residency in one of New York's five boroughs. Additionally, these young people must demonstrate academic promise and have significant financial need.

Margaret and Marjorie Campbell Scholarship: A scholarship established to benefit a student whose life has been affected by alcohol or drugs.

Jonathan Neff Cappello '00 Scholarship: This scholarship, in memory of Jonathan Cappello who died in the World Trade Center tragedy on 9/11/01, was established by his family and friends. Preference is given to graduates of Garden City High School (New York), with demonstrated need.

Donna Rosanne Carpenter-Sederquest Memorial Scholarship Fund: An endowed fund established by family members and friends in memory of Donna Carpenter-Sederquest, who attended Fairfield University. Restricted to communication arts and English majors in the top ten percent of their high school classes, with preference given to students with financial need who are graduates of Fairfield High School or reside in Fairfield County. The scholarship is dedicated to the perpetuation of the academic, professional, and personal excellence Donna so well embodied.

Chase Manhattan Scholarship: An endowed scholarship fund that assists students on the basis of both need and academic promise. Current restrictions limit this award, which was established in response to a challenge grant from the Louis P. Calder Foundation, to New York City residents.

Douglas E. Ciacci '65 Scholarship: A fund established in 1985 in memory of this outstanding member of the Class of 1965. Proceeds provide scholarships to the Connecticut student-athletes who best demonstrate Doug's drive, compassion, courage, and leadership. Principal benefactors include J. Jeffrey Campbell '65 and the Pillsbury Company, in addition to members of Doug's class.

The Ciola Family Scholarship Fund: An endowed fund to provide scholarships annually for Catholic students with academic promise who have financial need.

Citytrust Scholarship: An endowed scholarship established in 1985, by Citytrust Bank, to provide financial aid assistance to Fairfield University minority students.

Class of 1983 Scholarship: Established by members of Fairfield University's Class of 1983 at the time of their graduation to provide financial aid to future students.

John A. and Edna Connaughton Scholarship: An endowed scholarship established in 1986 in memory of Mr. and Mrs. Connaughton by Mrs. Connaughton's daughter, Mrs. Charles A. Bott of Huntingdon Valley, Pa. The fund will provide aid to students with financial need.

Connecticut Post Scholarship: Established by the Post Publishing Company of Bridgeport, Conn., to provide financial aid assistance to minority students.

Dr. Robert F. Conti '51 Scholarship Fund: An endowed scholarship established in 1994 to benefit students in the pre-medical program.

Arsene Croteau Family Scholarship: A fund to provide a scholarship to a student at Fairfield University majoring in French.

William Cummings and Brothers Scholarship: A scholarship fund established by Mary C. Cummings in January 1968. Income is to be granted to entering freshmen from the town of Fairfield.

James and Denise Daly Nursing Scholarship: An endowed fund, created in 1991 by Mr. and Mrs. James J. Daly, to provide financial aid to Fairfield University nursing students.

The Dennis and Marsha Dammerman Scholarship Fund: An endowed fund created by Dennis and Marsha Dammerman to provide multicultural scholarships.

David J. Dolan Memorial Scholarship Fund: An endowed scholarship established by Mr. and Mrs. Charles F. Dolan, honoring the memories of Mr. Dolan's father and brother. Income will provide financial aid assistance to Fairfield University students.

Dramatic Society Scholarship: A scholarship awarded to a member or members of the Dramatic Society in return for assistance to the Director.

E&F Construction Company Scholarship: A scholarship funded by the E&F Construction Company to assist students attending Fairfield University.

Rev. Anthony J. Eiardi, S.J., Scholarship Fund: A fund created in 1986 by the estate of Dominic R. Eiardi, who left the bequest in honor of his brother, Father Eiardi, a retired member of the Fairfield University mathematics department faculty. The fund will provide scholarship opportunities for deserving undergraduate students.

Fairfield Jesuit Community Scholarship: An endowed fund established in 1983 by the Fairfield Jesuit Community to provide annual scholarships to Fairfield students on a financial need basis.

Helen T. Farrell Scholarship Fund: A fund created in 1983 from the estate of Helen T. Farrell, who was a Westport, Conn., resident, to provide financial aid to undergraduate students.

The Christiane Felsmann Memorial Scholarship: An endowed scholarship, established by Maja Dubois, to provide an annual scholarship for a student with demonstrated financial need.

Mae B. Feracane Scholarship: Established through a bequest from Mae, who was a secretary in the Psychology Department, to help needy and deserving students.

Professor Thomas J. Fitzpatrick, Sr. Minority Accounting Scholarship: A fund established by former Professor of Accounting Thomas J. Fitzpatrick, Sr. to assist a minority student majoring in Accounting in the School of Business.

Nelson Fusari Memorial Scholarship Fund: Established by Mr. and Mrs. Albert Fusari in 1981 in memory of their son Nelson (Class of '83), for the benefit of handicapped students.

F.U.S.A. Scholarship: An endowed scholarship established by the Fairfield University Student Association in 1985. Income will provide financial aid assistance to Fairfield University students.

John P. Gahan, Jr. Memorial Scholarship: A fund donated by friends of the father of John P. Gahan, Jr. (Class of '61). John was killed after completing one year of school. Preference is given to graduates of St. Mary's High School in Manhasset, New York.

Dr. Edward E. Garcia '57 Scholarship Fund: Established by Mr. Ronald F. Borelli '62, the scholarship honors the memory of Mr. Borelli's late brother-in-law, and is restricted to benefit deserving and need-based students studying in the natural sciences.

Bernard A. Gilhuly, Jr. '52 Scholarship: An endowed scholarship established by this alumnus and former trustee, to be awarded to students with demonstrated needs.

John T. Gorman, Jr. '54 Scholarship: Established by John T. Gorman, Jr. in 1984, to provide undergraduate students with financial aid.

Simon Harak — Fr. John P. Murray, S.J. Glee Club Scholarship: Created in 1976, this endowed scholarship provides annual financial aid assistance to members of the University Glee Club. Preference is given to students who are sons or daughters of Glee Club alumni.

Cornelius A. Heeney Scholarship: Created by the Brooklyn Benevolent Society, this scholarship assists students who reside in Brooklyn and who demonstrate financial need.

William Randolph Hearst Foundation Scholarship: An endowed scholarship fund established in 1986 by the William Randolph Hearst Foundation for Charles F. Dolan School of Business students with financial need.

Hoechst Celanese Minority Scholarship: A fund created by Hoechst Celanese Corporation to assist minority students from New Jersey who are in the Charles F. Dolan School of Business.

Jeanne Murphy Hoffman Scholarship: This scholarship was established by Paul J. Hoffman '72 in 2002 in honor of his mother. Proceeds benefit high-achieving students with demonstrated need.

Rev. William H. Hohmann, S.J., Memorial Scholarship: A scholarship established by alumni and friends in memory of Father Hohmann, who was chairman of the University's economics department until his retirement. Father Hohmann died in 1983. The scholarship will be given to an economics major at Fairfield University on the basis of need.

The Lorraine Hoxley M'66 Scholarship: Established in memory of Lorraine Hoxley, M.A. '66, by her husband, Paul Hoxley of Sun City, Ariz. The fund is used to assist needy students.

Rev. Gerald F. Hutchinson, S.J. Scholarship: Inaugurated by an anonymous donor to honor the memory of Fr. Hutchinson. The scholarship provides annual benefits to a student or students with demonstrated need majoring in chemistry.

The Frank H. James Memorial Scholarship: A bequest from the estate of Frank H. James, late president of the Hat Corporation of America, established a fund to provide to students who are residents of Fairfield County and have financial need.

The Keating Family Scholarship Fund: A need-based, renewable scholarship for undergraduate students, established in 1991 by a bequest from the late Loretta M. Keating.

Aloysius and Teresa Kelley Scholarship: Established by a gift from Carmen A. Tortora on the occasion of the twenty-fifth anniversary of the ordination of the Rev. Aloysius P. Kelley, S.J., the proceeds from this fund will be available each year to assist an academically qualified and financially needy student at Fairfield University.

The Abbas Khadjavi Memorial Scholarship: A scholarship in honor of Dr. Khadjavi, a member of the Fairfield University faculty who died in 1983. Funded by family and friends, the scholarship will provide financial assistance to Fairfield students.

Edward F. Kirik, Sr. Scholarship: An endowed scholarship established in 1988 to benefit qualified Fairfield University students of Polish-American descent. Mr. Kirik is a longtime friend of the University.

Edward F. Kirik, Jr. Scholarship: This scholarship benefits a student in the Charles F. Dolan School of Business and is based on demonstrated need and academic achievement. Only juniors and seniors are eligible.

Lt. William Koscher '67 Memorial Scholarship: Awarded each year to a graduating senior, this scholarship was established by the parents of alumnus William Koscher, who died in a military training accident soon after his graduation.

Vincent A. LaBella '61 Scholarship: A permanent fund for the benefit of minority students. Established in 1996, the Scholarship is a bequest from the late Vincent A. LaBella, a member of the Class of '61. Mr. LaBella, an attorney and judge, resided in Washington, D.C.

Rev. Victor F. Leeber, S.J. Scholarship: Established in 1992 by friends and family of Fr. Leeber on the occasion of his retirement from the University's faculty, the award benefits a deserving student who is a major or minor in Spanish.

Rev. Victor F. Leeber, S.J. Scholarship: A second scholarship, honoring Fr. Leeber, was established in 2000 by William '67 and Jacqueline Egan. It benefits students with demonstrated need majoring in a modern language.

Thomas P. Legen '78 Memorial Scholarship: Created in 1994 to provide an annual scholarship to a student from Bridgeport or the surrounding area who demonstrates financial need. Underwritten by contributions from People's Bank and Mr. Legen's friends and associates.

Lawrence A. Lessing Scholarship: This endowed scholarship benefits an individual with financial need. It was established in 1990 by Stephen Lessing '76, and other family members, to honor his father.

George A. and Grace L. Long Foundation Scholarship: A scholarship fund given by the George A. and Grace L. Long Foundation for support of nursing students.

Loyola Chapel Community Scholarship: Established to provide financial aid assistance to a member of the junior or senior class at Fairfield University active in Campus Ministry activities.

Donald S. Lupo Memorial Scholarship: An endowed scholarship in honor of Donald S. Lupo, an alumnus of Fairfield University (Class of '62). The Fund, established by friends and associates at Merrill Lynch, will provide financial aid to students in need.

Roger M. Lynch '63 Scholarship: An endowed scholarship, established by Mr. Lynch, to be awarded to a full-time student in the Charles F. Dolan School of Business who has demonstrated financial need, academic initiative, and the capacity to derive the most from his or her talents.

Marketing Corporation of America Business School Scholarship: An endowment fund created by Marketing Corporation of America, providing scholarship aid to worthy students in the Fairfield University Charles F. Dolan School of Business.

The Robert, Carrie and Edna McClenahan Scholarship: An endowed scholarship awarded annually on the basis of need and scholastic ability to a student with a special interest in and an aptitude for the study of French language and culture.

Rev. Thomas A. McGrath, S.J., Scholarship: Established in 1986 by John Levery of Fairfield, Conn., and other friends. Father McGrath, who died in 1992, was a longtime professor of psychology, a greatly admired teacher, counselor, and priest. The scholarship is awarded on the basis of need.

Elizabeth DeCamp McInerny Scholarship Fund: A permanent scholarship established by The Ira W. DeCamp Foundation created under the will of Elizabeth DeCamp McInerny. The fund will provide financial assistance to qualified students for undergraduate study relating to the health sciences.

Edward F. McPadden Memorial Scholarship: A scholarship fund created by Anabel McPadden Davey in honor of her brother, Mr. McPadden.

James and Margaret McQuaid Scholarship: This scholarship was established in 2000 by Joseph '80 and Maureen DiMenna in memory of Mrs. DiMenna's parents. This need-based scholarship underwrites one full tuition and is awarded to a student studying in the liberal arts or fine arts.

John C. Meditz '70 Scholarship: This endowed scholarship was created by alumnus John C. Meditz and his mother, the late Clara Meditz. Established in response to a challenge grant from the Louis P. Calder Foundation, the scholarship requires residency in one of New York's five boroughs.

Merrill Lynch & Co. Foundation, Inc. Scholarship: An endowed scholarship established by Merrill Lynch & Co. Foundation, Inc. to provide financial support for minority students.

Merritt 7 Corporate Park Scholarship: An endowed scholarship funded by the First Merritt Seven Corporation to provide financial assistance to Fairfield students.

Charles J. Merritt Jr. and Virginia B. Merritt Scholarship Fund: Established from the estate of Virginia B. Merritt in 1998. This scholarship fund will assist deserving students who exhibit high academic performance or promise. Mrs. Merritt served as personal secretary to three Fairfield University presidents.

St. Michael the Archangel Scholarship: Established in 1988 by an anonymous donor, this endowed scholarship benefits an undergraduate who demonstrates financial need. Preference is given to Bridgeport and Fairfield residents.

Elizabeth K. Murphy Scholarship: This scholarship was established by Robert J. Murphy, Jr. '71 in memory of his mother. The Financial Aid Office and Student Services Division jointly select a recipient who has distinguished him or herself in the service of fellow students.

New York State Governor's Scholarship: Financial aid is provided to students who are residents of New York State, are previous recipients of awards from the Governor's Committee on Scholastic Achievement, and who have applied for financial aid.

Jamie and Laura O'Brien Scholarship: A scholarship fund established in 1986 by William O'Brien of Enfield, Conn., James O'Brien of Fairfield, Conn., and Richard O'Brien of Ashland, N.H., and other family members and friends, to honor two young retarded members of the O'Brien family. Restricted to students who have financial need, are academically qualified for Fairfield University, and who are immediate members of a family with a retarded child.

Teisha Capozzi O'Leary '87 Scholarship: Established in 1991 by her husband and family to honor the memory of this 1987 alumna. The endowed award benefits a computer science major, preferably a woman and a graduate of Notre Dame High School in Fairfield, who best exemplifies Teisha's "funny, loving, and irresistible personality."

The John Roe O'Mealia '80 Scholarship Fund: An endowed fund, established in memory of John R. O'Mealia '80 by his family and friends, to provide assistance to a student who is a current or prospective hockey player with demonstrated need and a strong sense of character.

The O'Meara/Foster Scholarship Fund: Established in 1996 by B. Maxwell O'Meara '52 in memory of his mother, Marguerite F. O'Meara, and aunt, Grace M. Foster, to benefit an upperclassman with demonstrated need and strong academic standing, matriculating in the College of Arts and Sciences.

The Rev. W. Laurence O'Neil, S.J. Scholarships:

Established by TransAmerican Natural Gas Corporation in honor of the longtime counselor and Dean of Students, these awards are made to students who demonstrate financial need. Seventy-five percent of the awards go to Hispanic students with a preference given to Mexican-Americans.

Gia Orlando Memorial Scholarship: A fund established in 1985 by Carl Orlando '64 in memory of his daughter. Restricted to a senior or seniors who perform to the best of their abilities academically and who demonstrate a spirit of generosity and unselfish caring reminiscent of Gia Orlando.

Lawrence F. O'Shea '56 Scholarship: An endowed scholarship, established in 1988 by Mr. O'Shea, to assist students with demonstrated financial need.

Howard T. Owens, Sr., Scholarship: An endowed scholarship fund created in 1986 by family members and friends of Mr. Owens. Mr. Owens received an honorary doctor of laws degree in 1967 from Fairfield University. Restricted to students in need of financial assistance.

The Robert M. Owens Memorial Scholarship Fund: Established in 1998 by the family and friends of the late Mr. Owens. As the University's attorney for over 25 years, Mr. Owens was integrally involved in University affairs, and his wisdom and devotion contributed mightily to Fairfield's evolution. The Fund provides scholarship support to a student with demonstrated need.

Pace-Barone Scholarship: This award, a full-tuition scholarship, benefits a minority student each year who has graduated from either Bassick or Harding High School in Bridgeport, Conn. It was established in 1987 by Rose Marie Pace Barone, who taught business in Bridgeport high schools for 25 years.

People's Bank Minority Scholarship: Awarded to minority students from the greater Bridgeport area, this scholarship was established by the Bank in 1987.

John G. Petti, III Scholarship: Established by John G. Petti, III '83 in 1997 to underwrite full tuition for a commuter student in the Charles F. Dolan School of Business with financial need.

Elizabeth M. Pfriem Scholarship: A scholarship created in 1989 by Mrs. Pfriem, former president of the Bridgeport Post Publishing Company, to provide assistance to Fairfield University minority students.

J. Gerald Phelan Scholarship: Donated by J. Gerald Phelan in 1964 for a scholarship fund.

John G. Phelan Scholarship for Engineering Excellence: Fletcher-Thompson, Inc., in recognition of John G. Phelan, P.E., established this scholarship in 2000 to benefit junior or senior engineering majors who have achieved top grade point averages. This competitive scholarship includes the possibility of a summer internship at Fletcher-Thompson, Inc. Preference is given to electrical and mechanical engineering students.

Phi Kappa Theta Memorial Fund: A scholarship established in 1980 with funds generously provided by alumni members of Phi Kappa Theta Fraternity in memory of Fraternity member David Caisse '71. Preference for this annual scholarship is given to a physically disabled student.

Sharon Ann Pollice Memorial Scholarship: This scholarship was established in 2001 by the friends and family of the late Sharon Ann Pollice '85. It benefits a student in the School of Nursing with demonstrated need and established academic achievement.

Joseph A. Pollicino/CIT Group Scholarship: Restricted to students in the Charles F. Dolan School of Business, this scholarship was established by the CIT Foundation in 1987 to honor Mr. Pollicino, who is Vice Chairman, CIT Group Holdings. The fund has since been supplemented by gifts from Mr. Pollicino. He is the father of John Pollicino, Class of 1982, and Kerry Pollicino, Class of 1988.

Pope Foundation Scholarship: An endowed scholarship to assist students with demonstrated financial need.

Pope Foundation/New York Scholarship Fund: An endowed scholarship to assist students with demonstrated financial need.

Thomas Puglise Honorary Scholarship: An endowed fund established in 1993 to honor Mr. Puglise's many years of teaching at Stratford High School. The fund assists needy students entering Fairfield University from Stratford High School.

Mary B. Radwick Scholarship: A fund created from the estate of Mary B. Radwick to provide financial assistance to students.

Rev. Albert Reddy, S.J. Scholarship: This fund was established in 2000, by William '67 and Jacqueline Egan, in honor of retired faculty member, Fr. Reddy. It benefits students with demonstrated need majoring in English.

Herbert F. Rees and Kevin W. Carroll Scholarship: This scholarship has been awarded anonymously and will benefit annually a recipient with demonstrated need and who gives evidence of the kindness of spirit and generosity exhibited by the fund's namesakes.

The Harry '65 and Grace Risetto Scholarship:

Established in 2001 by Harry and Grace Risetto of Falls Church, Virginia, this scholarship benefits need-based students. Mr. Risetto is a practicing attorney in Washington, D.C.

Dr. Robert D. Russo, Sr. Scholarship Fund:

Established in 2001 by Wanda Russo in memory of her late husband. The Fund will assist pre-med students with demonstrated need. Dr. Russo, who died in 1999, was a longtime friend and benefactor, and served on the University's Board of Trustees.

Walter G. Ryba, Jr. Memorial Scholarship Fund:

This fund honors the memory of the late Dr. Walter G. Ryba, Jr., who served as dean of The Charles F. Dolan School of Business from 1998-2000. The scholarship benefits a person of color with demonstrated need, who has shown significant leadership in academics, student activities, and athletics in high school.

Casper A. Scalzi '52 Scholarship Fund:

An endowed fund established by Casper Scalzi, a member of the Class of '52, to benefit a student with demonstrated need majoring in mathematics.

Paul Scolari '78 Memorial Scholarship Fund:

A fund established by family, alumni, and friends in memory of Paul J. Scolari. This award is given annually to a modern languages major at the recommendation of the department. Academic achievement, financial need, and University community involvement are the basis for the award.

Rev. Bernard M. Scully, S.J. Memorial Scholarship:

Established in 1996 on the tenth anniversary of Fr. Scully's death. It has been underwritten by parishioners and friends at St. Agnes Church in Greenwich, Conn., where Fr. Scully served as a pastoral assistant. Fr. Scully also taught mathematics at Fairfield from 1960 through 1985.

September 11 Scholarship Fund:

This scholarship benefits children of alumni and rescue worker victims of the 9/11/01 tragedy. Recipients must qualify for admission and, similar to other University scholarships, must offer evidence of demonstrated need.

Isabelle C. Shea Nursing Scholarship:

An endowed fund established in 1984 by the George A. Long and Grace L. Long Foundation to honor the memory of Mrs. Shea, a long-time friend of Fairfield University. Income will provide financial aid assistance to Fairfield University nursing students.

The Christopher Slattery Fairfield Memorial Scholarship:

This scholarship was established in 2002 and honors the memory of Christopher Slattery '92 who died in the World Trade Center attack on 9/11/01. Established by his family and friends, the scholarship benefits Fairfield University students who attended Chaminade High School (Mineola, New York), Chris's own alma mater.

James D. Small '70 Scholarship:

Established in 1990 by the family and friends of this alumnus who had forged a successful career in banking and died at the age of 42. Preference goes to students with financial need who have a parent working in the banking industry.

John J. Sullivan Scholarship:

A fund established by friends of the late John J. Sullivan, first selectman of the Town of Fairfield, Conn., from 1959 to 1983, for a scholarship to be given to a politics major.

Surdna Foundation Scholarship:

An endowed fund established in 1985 to underwrite scholarships for the benefit of minority students.

Janet W. Tanner Scholarship Fund:

This endowed fund was established in 1998 for the benefit of AHANA students with demonstrated need.

Kathleen Nolan Tavino '80 Nursing Scholarship:

Established in 1997 by family, friends, and alumni, to honor the memory of this 1980 alumna. This endowed award is a special memorial scholarship to assist in the area of financial aid for undergraduate nursing students. This scholarship is intended to benefit today's nursing students whose hopes and ambitions reflect the values that inspired Kathleen Nolan Tavino's life and work.

Aileen Thomann '94 Memorial Scholarship:

Established in January 1992 by her family, this scholarship honors the memory of Aileen Thomann, a member of the Class of 1994 who was very involved in the music ministry at Egan Chapel and who died during her sophomore year. There are no restrictions other than financial need, although preference is given to a member of the Loyola Chapel Singers.

Robert A. Torello '56 Scholarship:

This fund provides an award to an incoming freshman with one or both parents deceased. The fund is supplemented by proceeds from the Robert A. Torello Annual Memorial Scholarship Golf Tournament held in Orange, Conn.

Daniel P. and Grace I. Tully Scholarship Fund:

Established in 1997 by the Merrill Lynch Foundation, this endowed scholarships fund will help meet the financial aid needs of a Fairfield student majoring in economics.

UST Scholarship:

A scholarship for minority and women students whose academic promise and outside interests mark them as highly motivated candidates. Recipients also have the opportunity to compete for paid summer internships.

Alice Lynch Vincent Scholarship Fund:

Created by Francis T. "Fay" Vincent to assist qualified students who have financial need.

Dr. Joan Walters Scholarship: This fund was established in 2000, by William '67 and Jacqueline Egan, in honor of retired faculty member Joan Walters. It benefits students majoring in economics.

Leo '58 and Kathleen Waters Scholarship Fund: A scholarship fund established by Mr. and Mrs. Waters to provide financial assistance to Fairfield University students.

The Wesley T. Wood Scholarship Fund: An endowed scholarship established in 1988 by Mr. and Mrs. Wesley T. Wood, whose two children are graduates of Fairfield University. Mr. Wood is a past member of the University's Trustee Advisory Council. The fund benefits deserving students with demonstrated need.

Further Information

For further information about financial aid at Fairfield University, please call or write to: Financial Aid Office, (203) 254-4125, OR the Office of the Bursar, (203) 254-4000 ext. 2165, Fairfield University, Fairfield, Connecticut 06824-5195.

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Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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Washington, DC 20202-4605

2002-2003 Academic Calendar

Fall 2002

Fri., Aug. 30	Deadline for undergraduate readmission application for Fall, 2002
Fri., Aug. 30 – Sat., Aug. 31	Orientation for International Students
Sun., Sept. 1 – Tues., Sept. 3	Freshman Welcome for the Class of 2006 Transfer orientation for new undergraduate students
Sun., Sept 1	Residence halls open at 9 a.m. for freshman arrival
Mon., Sept. 2	Residence halls open at 10 a.m. for all other residential students BCC Main Dining Hall opens at 4 p.m. Labor Day – no classes
Wed., Sept. 4	Classes begin for all schools except University College
Wed., Sept. 4 – Tues., Sept. 10	Drop/Add for undergraduate students
Fri., Sept. 13	Academic Convocation – classes cancelled between 9:30 a.m. and 12:30 p.m.
Fri., Oct. 11 – Mon., Oct. 14	Undergraduate fall recess – Columbus Day Weekend
Mon., Oct. 14	Columbus Day-University holiday except School of Engineering Graduate and undergraduate evening classes and Graduate Business
Fri., Oct. 18	Degree cards for due for January graduation in all schools Deadline for freshman deficiencies Deadline for Summer '02 and Spring '02 make up of Incompletes except GSEAP
Fri., Oct. 25	Last day for course withdrawal – undergraduate and UC (Except ASAP II Courses)
Mon., Oct. 28 – Thurs., Nov. 14	Undergraduate advising and registration for Spring, 2003
Mon., Nov. 11	Deadline undergraduate educational leave applications – Spring, 2003
Wed., Nov. 27 – Sun., Dec. 1	Thanksgiving recess – all schools BCC Main Dining Hall closes at 2 p.m. on 11/26 BCC Main Dining Hall reopens at 4 p.m. on 12/1 Residence halls close at 6 p.m. on 11/26 (Undergraduate students with evening classes on 11/26 are permitted to remain until 10 p.m.) Residence halls re-open at noon on 12/1
Mon., Dec. 2	Classes resume for all schools
Tues., Dec. 10	Last day of classes for undergraduate students
Wed., Dec. 11, Sun., Dec. 15	Reading Days – undergraduate students
Thurs., Dec. 12 – Fri., Dec. 20	Final exams for undergraduate students (except for reading days)
Fri., Dec. 20	Residence halls close at 6 p.m. BCC dining hall closes at 2 p.m.

Winter, 2003 Intersession

Thurs. Jan. 2 – Tues., Jan. 14	Graduate business and University College classes
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Spring 2003 Semester

Fri., Jan. 10	Deadline for undergraduate day readmission for Spring 2003
Sun., Jan. 12	Residence Halls open at 10 a.m.
Mon., Jan. 13	Classes begin for all schools except University College New undergraduate student orientation – 6:30 p.m. Orientation for international students
Mon., Jan. 13 – Fri., Jan. 17	Drop/add period for undergraduate students
Mon., Jan. 20	Martin Luther King, Jr. Day – University Holiday
Fri., Feb. 7	Degree cards due for May graduation – all schools
Mon., Feb. 17	President's Day – University holiday except for undergraduate engineering evening classes
Wed., Feb. 26	Deadline for Fall 2002 make-up of "Incompletes" except GSEAP
Fri., March 7	Residence halls close for spring recess at 6 p.m. BCC Main Dining Hall closes at 2 p.m. Deadline for freshman deficiencies
Mon., Mar. 10 – Fri., Mar. 14	Spring recess – all schools
Sun., March 16	Residence halls reopen at noon. BCC dining hall opens 4 p.m.
Mon., March 17	Classes resume – all schools Last day of course withdrawal – undergraduate and UC (Except ASAP II courses)
Mon., Mar. 31 – Wed., Apr. 16	Undergraduate advising and registration for Fall 2003 registration
Thurs., Apr. 17 – Mon, Apr. 21	Easter recess – undergraduate day students
Fri., Apr., 18 – Sun., Apr. 20	Easter recess for all other schools
Mon., April 21	Classes resume for all schools except full-time undergraduates
Tues, April 22	Classes resume for undergraduate students
Fri., April 25	Deadline for undergraduate educational leave applications, Fall 2003
Mon., April 28	Last day of classes for undergraduates
Tues., Apr. 29, Sun, May 4 and Wed., Apr. 30 – Fri, May 9	Reading Days – undergraduate day students Final exams for undergraduate day students (Except for reading days)
Fri., May 9	Residence halls close at 6 p.m. BCC Main Dining Hall closes at 2 p.m.
Sun., May 18	53rd Commencement – 10 a.m.
Mon., May 19	Townhouses close at noon

Summer Session 2003

Mon., May 19 – Thurs., Aug. 7	Engineering Summer Session
Wed., May 21– Wed., May 28	University College One Week – Pre-Session
Mon., June 2 – Fri., June 27	University College Session I
Mon., June 30 – Mon., July 28	University College July Session II (Holiday, Friday, July 4)
Mon., July 7	Degree cards due for August 15th graduation (All schools)
Wed., July 30 – Tues., Aug. 5	University College – One Week Post Session

*The Spring 2003 Academic Calendar has been changed for full-time undergraduates only. Classes will begin on Monday, January 13 and final exams will end on Friday, May 9.

University Registrar

7/14/02



Fairfield

UNIVERSITY

1073 North Benson Road

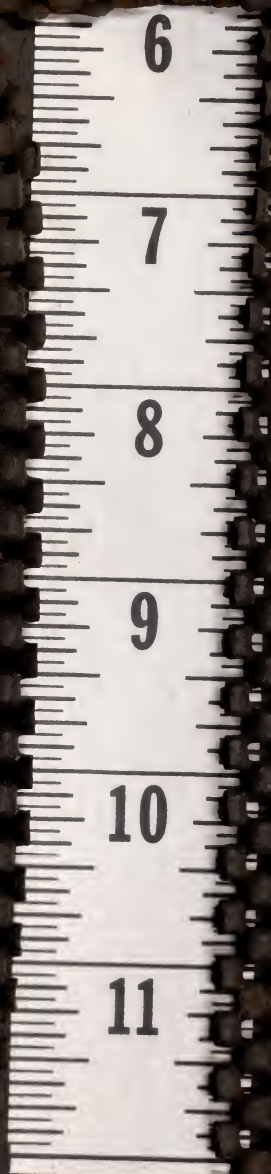
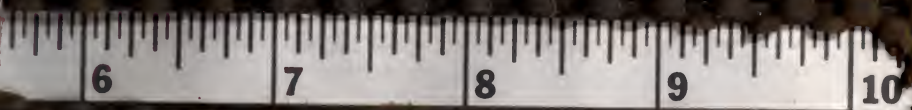
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